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ABSTRACT

The purpose of this guide is to present some of the tools used by the teachers of the Brookline Early Education Project in preparing teaching sessions with parents. The material is used during the Infant-Toddler phase of the BEEP program. It is relevant to families with babies between birth and two years of age. During this period, services of the project are delivered to the parents and through them to their child. Most of the work is done in the family's home usually with the child and one or both parents present. In some cases the work is done in the BEEP Center. In others, where the child is under the care of someone other than his parents, visits may be made in the day care center or in the caretaker's home. Sections included in this Curriculum are: (1) The Beep Home Visitor, (2) Themes of the Brookline Early Education Program, (3) Principles of Child Development and Related Parent Behaviors, (4) Curriculum Sequences for Physical, Social and Cognitive Development, (5) Questions to Structure Home Visits, (6) Questions and Issues Parents Have Raised,7) Potential Goals for Families, 8) Teacher Evaluation Interview, (9) References for the BEEP Education Program, (10) Forms for Recording Information. (Author/MS)

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INFANT-TODDLER CURRICULUM

of the

BROOKLINE EARLY EDUCATION PROJECT

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INTRODUCTION

The purpose of this guide is to present some of the tools used by the teachers of the Brookline Early Education Project in preparing teaching sessions with parents. The material is used during the Infant-Toddler phase of the BEEP program. It is relevant to families with babies between birth and two years of age. During this period, services of the project are delivered to the parents and through them to their child. Most of the work is done in the family's home, usually with the child and one or both parents present. In some cases the work is done in the BEEP Center. In others, where the child is under the care of someone other than his parents, visits may be made in the day care center or in the caretaker's home.

The BEEP curriculum materials are by no means the only information and support available to teacher/home visitors. Other resources, all impossible to codify, include consultation with the education supervisor, the diagnostic supervisor, education team leaders, other teachers, the pediatric and nursing staff, the social worker and various outside consultants, such as child psychiatrists, family therapists, pedodontists and the like. The advice of these people is available on request. Its utilization depends upon the resourcefulness of the teacher and the needs of the family. Issues which often elicit such consultations will be listed elsewhere. The exact content of the consultations varies with the circumstances of the case.

Essential to beginning work with a family is some sense of what is to be accomplished, some basis upon which to make and evaluate a program plan. These written materials have been developed to provide this type of guidance. They provide theoretical information for content, methodological suggestions for working with families, and the wisdom of hindsight and experience for identifying questions, issues and concerns relevant to many families. For each family, however, they must be adapted to meet specific goals.

Sections included in this Curriculum are:

1. The BEEP Home Visitor
2. Themes of the Brookline Early Education Program
3. Principles of Child Development and Related Parent Behaviors
4. Curriculum Sequences
5. Questions to Structure Home Visits
6. Questions and Issues Parents Have Raised
7. Potential Goals for Families
8. Teacher Evaluation Interview
9. References for the BEEP Education Program
10. Forms for Recording Information

The Role of the BEEP Home Visitor

This section provides a brief summary of the services available at the Brookline Early Education Project. It defines the role of the teacher/home visitor at BEEP in terms of the many functions served and enumerates the variables which may affect the content and style of her teaching. Issues relevant to establishing and maintaining working relationships with families are discussed. Procedures for planning home visits and recording relevant information are outlined.

Themes of the Brookline Early Education Program

This section summarizes the areas of development that teachers emphasize in their work with families. The focus of contacts varies with the developmental level of the child, with the composition of the family, with the needs and desires of the family and with a myriad of other factors. However, certain basic themes recur. They are enumerated here.

Principles of Child Development and Related Parent Behaviors

This section makes explicit the concepts which underlie the BEEP Education Program. These represent our interpretation of the state of the art in child development today. They are concepts to which teachers return repeatedly throughout the course of the program, phrasing them differently, seeking different behavioral manifestations of them, and attempting to relate them in a meaningful way to the daily lives of BEEP families.

The concepts are accompanied by examples of ways in which they might be translated into parental behaviors. These suggested behaviors are posed to parents in terms of options. With certain basic exceptions, such as securing the safety of the child, teacher/home visitors avoid the position that there is a right way and a wrong way to raise children. We feel that for each family in each situation more than one desirable option usually exists. We try to help parents articulate the options and then to choose the ways that are best for them.

Brookline Early Education Project Curriculum Sequences

The Curriculum Sequences divide child behavior into systems and describe the sequences of development that usually occur during the first two years of life. They also provide suggestions for activities, experiences and materials that should be pleasant and interesting for the child at each given point. For parents they offer insight into what their child can do, what he likes to do and how much he has grown and learned.

The activities of the Curriculum Sequences are not prescriptions for essential experiences in early childhood. They are not guaranteed to accelerate development in any area. Nor are they dicta for parents in terms of what they should provide or what they must do. It does not really matter whether any single activity is encouraged or any one toy provided. What is important is that parents perceive their child as an interactive organism, inherently curious about and motivated to explore his environment (Piaget 1951; R. White 1958). He explores with each of his senses, with all of his body, and through this interaction he learns. Adults as they watch him call it play. They smile as the child discovers his hands or chortles at the mobile he has kicked into action. But his play is essential, for it enables him to discover what he is and what he can do. He will find out where he stops and the rest of the world begins, that one act can cause another action, that disappearance does not mean non-existence. He will repeat actions such as picking up small objects and releasing them on target or turning on and off a light switch with amazing persistence. Like a small athlete he will practice and perfect each new skill.

Teacher/home visitors use the curriculum sequences and their related suggestions to illustrate the characteristic of curiosity and the processes of exploration, manipulation and play. They stress the concept that the ways of promoting processes are as varied as the children, the parents and the teachers who play together.

Questions to Structure Home Visits

These are also tools for teachers. They suggest ways to introduce themes and to focus attention on processes or behaviors. The questions are grouped according to theme and then again according to the child's age, for although most themes recur during the first two years the specific behaviors relevant to them change. For example, the child's curiosity and the child's safety are two themes that are addressed in almost every home visit. However, at six months of age, the child may be curious about objects with small moving parts. He may be trying to move them in different ways or to use his own hands and mouth in new ways to explore them. On the one hand, the teacher/home visitor will ask questions about the types of objects he likes and what he does with them. From the safety perspective, she will ask whether all parts are firmly attached, whether paint is guaranteed non-toxic and whether there are any sharp points or dangerous features. By the time he is one year old however, the baby will probably be crawling or walking. He will be able to get about the house and be vitally interested in exploring every aspect of it. Home visits will still focus on what he likes to play with, what he does and how he plays with objects, and also where he finds them. The safety theme occurs in terms of safe storage of cleaning and other poisonous products, and reasonable precautions against accidents caused by pulling things over or falling.

The questions suggested are sometimes memory jogs. They remind the teacher/home/visitor that these are issues relevant to most babies. She must then decide whether they are relevant to the individual family she is visiting.

As the child's skills and abilities develop, his behaviors change. He presents different challenges to his parents. They may develop new questions or new concerns about him, about the things he is doing, or about his effect on the family. We have listed a series of emergent skills and characteristics for each three month period. They provide the framework within which the discussion of each theme occurs. For example, although teacher/home visitors and parents discuss the baby's interest (Theme Nine) at each visit, when he is three months old the discussion will probably focus on visual exploration and what he can see from his crib or carriage. But the time the baby is six months old, he will probably be interested in manipulating small objects or playing with objects that have small moving parts. Parents and teacher will undoubtly share ideas on what objects he finds interesting that he can explore safely.

Also listed are materials that teachers have found useful in addressing specific issues. Usually these are written materials although a few films are included. The papers, articles, books or parts of books are available at BEEP and are recommended to others contemplating a similar program as a core library for teachers and parents. We have found that the way we use the materials varies with the family and, to a lesser degree, with the teacher. In some cases the materials are made directly available to the family either by recommendation or by bringing them along on a home visit. Teacher and parent then or at a subsequent session, discuss the content and its implications. In other cases, the teacher/home visitor reviews the material for her own information, preferring to share the content in a less formal way, perhaps by summary or by demonstration.

The list of materials is by no means exhaustive. New materials on child development and child rearing appear constantly. Inadvertently, much that is of potential value has undoubtedly been omitted. On the other hand, all items included have been tried and found useful. We have purposely excluded items that proved less effective.

Questions and Issues Parents Have Raised

Like the Curriculum Sequences and the Questions to Structure Home Visits, these are provided as background for teachers. Working with the many families of BEEP, we have found that some issues are raised again and again. Most of these are issues or questions to which there are no definitive answers. Often what one does about them is unique to the family situation, but sometimes there are commonalities. The

BEEP approach to helping families deal with them has been to look first for the general and then to help apply it to the specific. For example, for the first three months of life many babies are unable to sleep through the night. For parents, particularly the mother, this is very hard to deal with. She is tired, both from the physical trauma of having given birth, and from the additional responsibilities of feeding, cleaning, loving and caring for a new baby. She may be anxious that she is doing too much of something or not enough of another. Is she doing something wrong? Is the baby sick? Does he hurt? Mother, father, or both may be resentful of the amount of time and energy that must be devoted to the new baby, inevitably at some cost to another relationship. Are they really cut out to be parents? What to an outsider may be a trivial problem that will pass with time, sometimes becomes significant.

When parents raise the problem with BEEP teachers, the teachers offer reassurance, information and management suggestions usually in that order. They reassure parents that many babies display this kind of behavior. They ascertain that the baby is being seen regularly by his pediatrician and that he is in fact in good health. (Should this not be the case, of course, they stress the importance of postnatal pediatric care and help parents to establish and maintain it). They validate the parents' feelings and concern but point out specific parental behaviors that establish the parents as competent and loving. They may offer suggestions on modifying the baby's feeding schedule or changing the area or conditions of sleep. They may suggest childcare in the afternoon so the weary mother can at least catch a brief nap to relieve her fatigue. Again, the specifics must fit the individual family but there are some messages almost every family needs from time to time. "It's all right. You aren't alone in this. It has happened to others and it can be solved." These are things teachers will want to have thought about in advance. They are often topics for staff meetings, for in addition to insight from the literature, we have found that the whole education staff contributes ideas and suggestions that broaden the repertoire of each member. Parental concerns are listed by topics.

Potential Goals for Families

In addition to planning for each home visit, the teacher/home visitor must set long-term goals for each family. This is done at three month intervals. The goals are reviewed in the education team meeting where additional input may be made by the education supervisor, the team leader, another teacher or the social worker. Each time new goals are set, previous goals are evaluated.

For convenience we have grouped goals for families into six major categories. The categories are listed with samples of the types of goals that fall within each.

Teacher Evaluation Interview

This interview provides a way of periodically evaluating program input and staff effectiveness. By adapting some questions, it may be used in several ways. First, it may serve as a means of teacher self-evaluation. Given that there are certain standards and expectations on the part of the program within which she operates, each teacher/home visitor still maintains discretion in the way she conducts her teaching sessions. With the daily pressures to accomplish all that must be done, those tasks that are done frequently may be taken for granted. We feel, therefore, that it is useful to stop now and again and ask "What am I really doing with this family?" "Is it what should be done?" "Am I doing it in the best way I can?" The teacher-evaluation interview offers a structure through which to evaluate the many aspects of the teaching situation. It enables the teacher to make explicit for herself, her team and her supervisor what she is doing with each family and how. It may result in a continuation of the program as delivered. Or, it may show places where changes might be made.

Second, the interview may be used as a technique of supervision. It can be used by teacher and supervisor or teacher and team leader to review an individual case or a total case load. In the former, specific suggestions might be made to strengthen the program offered a family. In the latter, individual teacher strengths, weaknesses or bias may be identified.

Third, interviews conducted with all teachers in the program should yield insights into areas of staff agreement, disagreement or uncertainity. Administrative personnel then has some basis for additional input via discussion, staff training or individual counseling.

References

This is presented in two parts. The first represents the source materials used to develop the instruments of this teacher's guide. These are sometimes made available to parents, but on the whole they provide an overly intense view of individual topics. Their content is essential for staff background and understanding.

The second part of the bibliography contains suggestions of reading materials that are of value to teachers preparing for teaching sessions or for parents. Selection of materials for this section has been complicated by the ever increasing number of books on child development and child rearing available on the popular market. This bibliography is by no means exhaustive. It is, however, selective. We have found each item useful. We feel, therefore, that while others may wish to make additions, few deletions are in order.

Forms for Recording Information

These are all of the forms used by the education staff at BEEP during the Infant-Toddler phase. They include home visit forms, goals for families and childcare forms.

Section: 1

THE BEEP HOME VISITOR

OUTLINE

I. INTRODUCTION

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I. INTRODUCTION

Primary responsibility for the delivery of services to families during the first two years of their participation in BEEP rests with the teacher/home visitor. Because the role is a relatively new one in the education literature and because it clearly has different implications for different education programs (Weikart, 1969; Levenstein, 1971; Badger, 1970; Gordon, 1969; O'Keefe, 1974), a description of what it means at BEEP may be helpful. First it is necessary to review the services provided by BEEP.

In the most general sense, the Brookline Early Education Project provides regular medical and developmental evaluations for the children enrolled. For their parents it provides education in the principles and precepts of child development. The latter are made available through visits with the family in their home (home visits), visits with them in the BEEP Center (center visits), supervised child care with opportunities for parents to watch skilled teachers as they work, and access to materials such as toys and books. BEEP is neither a program of compensatory education, nor does it attempt to accelerate growth or development. Instead it encourages parents to recognize their baby's individual pattern of skills and interests as they emerge and to provide a secure environment in which they may develop.

The purposes of this paper are to discuss the criteria upon which staff selections are made, to define the concept of the education team, to describe the various functions teacher/home visitors serve, to discuss some of the issues we have found relevant in establishing and maintaining alliances with families, and to identify some of the variables that may influence the content and teaching techniques employed by teachers. All of the judgments made in this paper are based upon our experiences in BEEP operation. Many of them are still tentative. They are being evaluated in a variety of ways.* They will be the subject of further papers when more complete information is available.

II. STAFFING CRITERIA AND RATIONALE

The teacher/home visitor may serve many roles and attempt many tasks as she relates to families. This endeavor is complex and demanding. We believe that the success of this project is to a large

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*Evaluation Primer and Related Documents by A. Bryk et al. Brookline Early Education Project, 1975.

degree dependent upon her success. Therefore, during the two years we have been in operation, much thought has been devoted to identifying qualities that characterize an effective teacher/home visitor and procedures for evaluating these qualities. We have considered the experiences of other programs which have used home visitors (Gordon 1969; Levenstein 1971; Weikart 1969) and upon the expressed wishes of a small group of Brookline families who participated in planning the project. We are not sure yet, however, that we are able to identify all of the relevant characteristics to assure success. It may be that it is not enough to look at the characteristics of individuals. An extra consideration seems to be the way the individual's characteristics complement those of other members of the staff.

Composition of the Education Staff

Among the characteristics of members of the education staff are the following:

All home visitors are women - The major portion of the program input during the first two years of life is done in the home, usually with only the home visitor, the mother and the child present. Many families are sensitive about having a man visit regularly. In addition, the degree of intimacy that often develops between the mother and the teacher, especially when the baby is very young, raises the possibility of later embarrassment for the project or to individuals if the home visitors are men. Therefore, all of our home visitors are women. This in no way implies a conviction that only women are qualified to offer guidance on child rearing issues and, indeed, we try to provide male teachers in center teaching and childcare activities.

All home visitors are parents - At the specific request of parents involved in the preplanning activities of BEEP, we have tried to avoid the posture of child rearing experts. Those parents were adamant that they did not want BEEP home visitors to be theoreticians armed with knowledge but no experience. It is surely true that the difficulties of listening to a baby cry are different to one who has been up with him all night than they are to one who understands only that young babies frequently suffer from colic.

It seems to us important that teachers be able to identify with problems and concerns as a parent as well as on a professional level. Therefore, all of the teachers serving families during the first year of life are also the parents of young children.

During the second year of life we have waived the criterion only once. This was deemed a success perhaps in large part because that person came to us with a specialized knowledge of motor development, a relevant issue for the parents of almost every one year old. It is our observation that parenthood is an asset to the teacher/home visitor. Certainly most of the teachers involved in a program such as BEEP should be parents. The criterion might, perhaps, be applied more flexibly after the first year of life.

All home visitors are professionals - Most of the BEEP teacher/home visitors have had training or experience in early childhood education or a related field. Many of them have a bachelor's degree or higher. Some do not, however. We recognize the need to empathize with parents of various socioeconomic backgrounds so we have also included teachers who have demonstrated their effectiveness by working successfully with families in other programs delivering health, education or social services.

Among the areas of expertise presently represented on the education staff are early childhood education, special education, psychology, nursing, physical therapy, guidance and delivery of education services to inner-city families. We have deliberately maintained a professional staff model because we feel that the degree of flexibility and creativity needed for the job develops better if each teacher operates from a firm knowledge base. We do, of course, continue to provide inservice training and supervision to bring the various disciplines together. However, a key assumption has been that because each teacher has special knowledge or training at least in one area, the group as a whole is stronger.

There is diversity along many dimensions - In addition to diversity of professional experience, our teaching staff is diverse in terms of race, ethnicity, language, age, marital status, family size and area of residence. Although we can not make an ideal teacher/family match on every variable we try to become aware of the ones that are most important to each family. For example, all Black families are not served by Black teachers although many are. Families are asked their preference. Those requesting a Black teacher have one assigned. All young mothers are not served by the youngest teachers but many are. Single parent families often request, and are assigned, single teachers. Families with many children often prefer to work with a teacher who has had experience raising more than one child.

Personal Characteristics of Teachers

It is not clear exactly what personal qualities are necessary for a good home visitor. Among those, however, that we look for in candidates are:

Sensitivity to the expressed and unexpressed needs of families from a wide variety of backgrounds and with a wide range of experiences.

Versatility to be able to adapt goals and teaching strategies to meet family needs.

Flexibility to be able to adapt individual expectations to the demands of a constantly evolving program.

Availability to meet the needs of families by making some evening and week-end teaching commitments.

Openness to suggestions and supervision from supervisory personnel, team leaders and peers.

Organized and systematic in approach to the work situation so that services will be provided on schedule and necessary records kept.

Maturity to be able to handle a variety of situations in a nonjudgmental way.

Discretion to know when to disclose and when to withhold information.

Perseverance to be able to establish and maintain contact with families, often under difficult circumstances.

Willingness to try new ideas and to admit the need for help.

The Process of Selection

The first small group of teachers was selected on the basis of an interview first with the Supervisor of the Education Program and then with the Director of Pupil Personnel Services in the Brookline school system. The next group of appointments were based upon the combined judgment of the BEEP Program Director and the Supervisor of the Education Program. In the most recent group of staff appointments,

candidates were also required to spend several hours in the BEEP facility. Members of the teaching staff were asked to interview them informally. Candidates were encouraged to watch, to ask questions of teachers, and to raise issues they thought relevant to a program such as BEEP. All BEEP staff members who spent time with candidates were encouraged to contribute opinions to the final selections.

III. WORKING AS A TEAM MEMBER

The concept of Education Teams has evolved as an important one in providing structure for individual teachers. In the broadest sense, the entire education staff comprises one team. That is, they all work together within the same program, address the same goals and face many of the same challenges. In another sense, however, each teacher works alone. She visits families, decides what she is going to do and does it to the best of her ability. No one but she and the families with whom she works really know what she does or how well she does it. This independence has in many ways been frightening. How does one know when one is doing a good job? How does one decide what to do next? Where do you find information on subjects unfamiliar to you? During the early days of the project when there were few families and few teachers, these questions were answered by individual weekly conferences and case reviews with the Education Supervisor. As enrollment increased, however, the number of individual conferences became unwieldy. Therefore the total staff was divided into three smaller groups called teams. A team leader was assigned to each team.

Each team now meets weekly to discuss individual families and their programs. Every teacher is responsible for presenting each of her families at least once every three months. Under the direction of the team leader, the team serves as a forum in which the teacher/home visitor may share her concerns about a family, seek suggestions on ways to handle a difficult situation, or request additional ideas on appropriate teaching strategies and relevant content for a particular family. The team also helps by identifying and refining long- and short-term goals for families, and by validating the work each teacher is doing.

Successful participation in the team necessitates both the willingness to seek and to accept advice from one's peers and the willingness to contribute to the learning of others. The latter

skill is particularly important in a job which has few precedents or guidelines.

IV. FUNCTIONS SERVED BY THE TEACHER/HOME VISITOR

With any family she serves, the teacher/home visitor may perform more than a single function. Early in her association with each family she is asked to determine which ones will predominate. She does this on the basis of her own observations and frequently in consultation with the family. Then, assisted by her supervisor, her team leader and other members of the education team, she sets long-term goals and short-term goals for her work. The latter are reviewed every three months in team meetings. The former are reviewed by supervisory personnel at points of major program change. Among the many functions that teacher/home visitors at BEEP serve are:

A. Observer - Each teacher/home visitor must be sufficiently aware of the normal course of child development to be able to assess informally the child's developmental progress. In a casual, playful way, she must be able to elicit relevant behaviors from the child or ask specific questions that encourage the mother to describe the child's progress. Frequently one or more toys or books, either commercially produced or teacher-made, are brought on the visit. Chosen because they have been demonstrated to be useful in eliciting behaviors relevant to the theme of the home visit, they are the teacher/home visitor's back-up should appropriate materials be unavailable in the home.

B. Model - For some families a primary goal may be to model a particular behavior or way of interacting with the child. For example, the behavior may be a way to encourage a three month old to reach for a toy; it may be a technique for establishing an understandable limit for an older child; perhaps it is a technique for shifting the child's locus of activity from one area to another without confusion or strife. The teacher may demonstrate. In some cases modeling is not made explicit; it is done without comment. In other cases the mother's attention is drawn to what is being done or to the results. When the mother herself has articulated

a problem, asked for help in managing a situation, or requested specific suggestions for activities or learning experiences for her child, the teacher/home visitor responds more directly.

Modeling behavior will also be made explicit when working with children for whom specific inefficiencies or weaknesses have been identified and for whom a specific supplementary program must be implemented.

C. Source of Information - In almost every family the teacher/home visitor is regarded as at least one source of information on issues related to child development and child rearing. Hers may not be the only or even the final opinion sought but most families seem to view her input as at least one piece of the puzzle that is successful child-rearing.

The teacher may come prepared to talk with the family about a particular topic that she anticipated would be relevant. For example, the focus of her planned visit might have been the various reasons for stranger anxiety in a six month old baby; it might have been the importance and the manifestations of receptive language when he is close to a year; it may be specific suggestions on relevant play experience and materials for an eighteen-month-old; perhaps it is explanation and reassurance when the two year old becomes so difficult to live with.

In some teacher-family partnerships this information input may be done abstractly. The teacher brings relevant reading materials or the mother is referred to them. Mother and teacher discuss the issues as each one sees them. In other teacher-family partnerships a less formal, more experiential approach works better. Theoretical constructs are couched in terms of the child's behavior at a particular time. Again, a well chosen toy often helps illustrate the points to be made. The teacher tries, in effect, to put the child's moment-to-moment behavior into a broader context of understanding for the mother.

Many families ask questions which serve as jumping-off spots for information input. A mother who is distressed

by the difficulty she is having leaving her child with baby sitters usually has many questions about why it has suddenly happened, what she can do about it and what might be the possible consequences of her actions. The teacher/home visitor must be prepared to answer these questions, to make suggestions on how to get through the difficult time, to reassure the mother, and if necessary to follow up the concern on subsequent visits.

D. Listener - One of the most sensitive roles the teacher/home visitor plays is a listener. Many families find it helpful to have a sympathetic but knowledgeable person allow them to talk out their uncertainties. It may also help to be an outsider, to be removed from the immediacy and the responsibility of the situation. The teacher/home visitor's professional status gives her the necessary distance but her demonstrated concern for the family allows her access to issues that need to be discussed.

Teachers at BEEP have tried hard to avoid the role of therapist, preferring to refer families to other community resources better able and equipped to perform this function. However, it has become clear that for almost every family there are ups and downs along the child-rearing path. Often parents need to discuss their concern about the way their child is developing, about the questions or reservations they have about their own sense of adequacy as a parent, about a feeling of isolation from the rest of the world, or any of a myriad of other issues.

It is most important to understand that if a teacher feels that any parent is seriously disturbed or unable to cope with his feelings, the case must be immediately discussed at education team meeting and diagnostic team meeting and, if necessary, the family must be assisted in procuring necessary help outside of BEEP. If, however, it appears to be a short term issue, the teacher listens. The parent's distress must be acknowledged. Sometimes it must be validated. In some cases, concern can be put into a broader context and perhaps be made more tolerable. For example, a child whom the mother perceives as "slow" may in fact be only irregular in his pattern of development. That is, he may be slow to crawl and walk but quick in his ability to understand language and to use the people in his environment to meet his needs. In this case, a system by

system review with the mother of where his strengths lie and of how they have developed may be helpful. It may enable the mother to see patterns in her child's emerging abilities and to make her expectations more reasonable.

It sometimes happens that a parental concern is one for which there is no immediate solution. For example, for a long time one mother felt overwhelmed with the responsibility and the physical demands of four small children under the age of six. No regular household help was available to her and her husband's job was such that he was frequently away from home for long periods of time. Before practical suggestions (neighborhood teen-agers, extra child care at BEEP, involvement in BEEP parent groups, or talking with the BEEP social worker) could be made, the mother's anger and frustration had to be acknowledged. The teacher/home visitor listened for a large part of each home visit over the course of several months.

Teachers are encouraged not to allow the listening role to dominate the home visit, but whenever possible to turn the focus of the visit toward the child and his educational development. However, it has become increasingly clear that the teacher/home visitor deals not only with a child but with a mother-child dyad. The dyad cannot be separated out from the rest of the child-rearing support system. Because the mother or caretaker is the real deliverer of our services to the child, the teacher/home visitor must often be able to adjust her own planned lesson and address the more immediate needs of the mother. In order to make an alliance with the teacher and ultimately with BEEP the mother at first has to satisfy herself that here indeed is someone who cares. This often means listening. In many families a small portion of every visit must be spent this way. In others, the first few visits must be devoted almost exclusively to listening.

E. Social Service Resource - For many families the most acute need has been for social service: housing, food, medical care, evaluation of siblings, jobs, educational opportunities. Our original position was

that these needs would be referred to existing agencies within the Brookline-Boston area. However, for some families services were difficult or took unduly long periods of time to procure. In order to make an alliance with any family, there had to be tangible demonstration that some small part of life could be made better. With these families our teacher/home visitors found themselves devoting much more of their energies to trying to procure social services than had been anticipated.

BEEP has found it necessary to hire several social workers to whom these needs can be directed. This role is considered essential to working with a population as diverse as that in BEEP. Teachers then can either accept the responsibility or bring the family's need to the social worker's attention, enlist her help in meeting it. Often the combined efforts of teacher and social worker are needed to find service and facilitate the family's use of it.

F. Resource During Exams - Before each examination, the teacher participates with the members of the diagnostic team in a brief pre-exam conference. At this time she shares with the others her perception of the child and the family as she has seen them at home. During the first year of life, some teachers administer the developmental portion of the examination. Others do not. In the event that they do not, they are encouraged to be present during the exam. Because we found teachers were less objective evaluators of children they had visited for so long, no teacher can serve as the developmental evaluator after the 11½ month exam. The teacher may or may not be present during examinations. Her presence depends upon the baby's awareness of the presence of others and the parent's need for the support of a familiar person. In every case, the teacher participates with other evaluators in the feedback session at the end of the exam. At this time, information about the results of the examination and their implications are shared with the parents. If necessary, concerns or worries are addressed during subsequent meetings.

The teacher/home visitor is also required to participate in any diagnostic or social service team meetings at which one of her cases is presented.

V. ESTABLISHING A RELATIONSHIP WITH A FAMILY

Basically, teacher/home visitors must be able to make two types of alliances. Initial alliances are established between a family and their first teacher/home visitor. Usually this is done shortly before the birth of the baby although in several instances it follows shortly after the baby's arrival. In a very few cases it was initiated several months after birth. Subsequent alliances are made with the second or subsequent teachers. We feel that these are in some ways different from first alliances. They are usually less intense. In some cases the alliance seems to be tranferred from the first teacher to the BEEP organization rather than exclusively to a second teacher.

The reasons for teacher changes have been several: teachers leave BEEP, teachers' case loads become unbalanced, teacher-family match may be considered less than optimal and teachers move to other positions within the BEEP organization. The two types of alliances have several things in common as well as several obvious differences.

Commonalities Between Initial and Subsequent Alliances

In both types of situation the teacher/home visitor must accomplish the following tasks:

1. She must be prepared to explain or review the BEEP services available to the family. This means being aware of the family's assigned program level and the specific services available. It may also mean that she is prepared to discuss the research design of the program to the extent of making clear the differences between program levels and the reasons for these differences. This is often difficult particularly if either the teacher or the family feels that the services available are not completely appropriate to the family's needs. The teacher herself must have come to terms with the rationale for the program differences and be able to work within them to provide optimal services for the family.

2. She must be prepared to explain or review the services that are <u>not</u> available through BEEP. There are several potential services that might be helpful to participating families but that are clearly beyond the mandate and resources of BEEP. In order to avoid later confusion and ill will, it is usually advisable to be explicit about what we are <u>not</u>.

Among other things, we are not a day care center. We are not a primary medical care service. We do not take the place of a family pediatrician or dentist. We are not an infant stimulation program in the sense of trying to accelerate the rate of the child's development. We do not espouse one method of child rearing and we are not advocates for any one theory or set of techniques. We do not offer answers to problems, but instead suggest alternative ways of trying to solve them. We do not offer psychotherapy for parent or child.

It is certainly not necessary to present this list in didactic fashion; however, requests for each of these services have been made from time to time and it is essential that the teacher/home visitor know the limitations of the program in advance. If the need for any of the above services is not being met for the family, BEEP can offer help in finding appropriate services in the Boston-Brookline community. This can and should be done with the assistance of the BEEP social worker and members of the medical staff of the diagnostic program.

3. She must be able to elicit from the family their expectations of the program. Families are sometimes able to articulate what they want from BEEP, while at other times the needs are made known more subtly. The teacher/home visitor must be sensitive to what is said and what is left unsaid. Families may be most interested in the diagnostic evaluations, or in having a place to visit and bring their child to play. Some want help and advice; others want ready answers and recipes for success. Some parents want help with older children who have already caused them concern or uncertainty. Some are seeking an ally, others a therapist. Some families just want service, as much and as often as possible. Others want to be left alone until they request help. The teacher/home visitor must be aware of these expectations and work toward bringing them into alignment with the program and with her own ability to meet them.

4. She must understand her own boundaries and be able to make them clear to the families. Assuming more expertise than she has or more responsibility than she is trained to provide can be both misleading and dangerous. If she has transgressed into an area of other professional

expertise it may also make it difficult for her to recoup her effective status with a family. An issue may cease to be relevant to the family and they may become uncomfortable about having addressed it. The teacher/home visitor herself may no longer feel confortable or capable of functioning in that extra capacity.

In most cases, setting limits for herself precedes setting them for the family. The teacher/home visitor must know for example what areas she is prepared to discuss, which ones she is prepared to listen to, how she will make known her shift from advice-giver to listener, when she will be available to the family, when she will not be available, how much of her personal life she is prepared to share, how close to the line of friendship she can go and still remain effective as a teacher. She must be aware of her own strengths and of her own weaknesses. She must know which family situations and/or life styles are threatening to her or cause her discomfort, since her effectiveness with them is likely to be reduced. She must acknowledge her prejudices.

Making an Initial Alliance

An initial alliance is the first one made between a teacher/home visitor and a family. It is made when the family enrolls in the program. Optimally, initial alliances are made shortly before or immediately after the birth of the baby. We feel that to be a sensitive time in the establishment of a relationship between families and an early education program.* The procedure is as follows:

a. Invite the family to the center to see the program in action. At this time she will explain the rationale for the program, the three program levels and the services offered for each. If the family wishes to join, they are randomly assigned to one of the three program levels. The services for that program level may be explained again. If the family is unsure about joining, the teacher/home visitor may visit with them for awhile, show them around the center and establish a way of contacting them in the near future. She may offer to call them or they may prefer to contact her.

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*A further paper, now in progress, will develop this hypothesis.

b. Conduct the Pregnancy Outlook Interview - This interview provides an opportunity to become better acquainted with the family, to become aware of their strengths as well as areas of potential stress that may follow the arrival of the baby. It is designed to be administered informally and in a conversational manner. It is not meant to be judgmental. It may be conducted in the center at the first or second meeting or it may be conducted at the first home visit. Ideally it should be conducted during the seventh or eighth month of pregnancy.

c. Discuss with the BEEP nurse the prenatal inventory and, when it has been completed, the postnatal inventory so that the teacher/home visitor is aware of any areas of potential risk that may have been present prior to or during the birth.

d. Accompany the nurse on the home visit in which she conducts the Brazelton Neonatal Examination. Again, this examination provides both mother and teacher/home visitor with a way of seeing the baby's style of interacting with his environment. It is an excellent teaching tool and may be referred to in subsequent visits as the baby refines and changes his repertoire of behaviors.

e. Be available to the parents in the center when the Prechtl Neurological Examination is administered. Ideally, this is done in the BEEP Center where standardized conditions are more easily maintained than would be possible in the many homes.

For the teacher/home visitor this is an opportunity to observe the parents as they interact with their baby, to give them an opportunity to ask questions or voice concerns. It is a time to be supportive, to validate the anxiety that accompanies the early months of parenthood and to establish a caring attitude toward the parents. They must be assured of the teacher/home visitor's interest, of her availability, and of her competence.

At this time parents are reminded of the proposed schedule of home visits and of the approximate date of the next one to come. The teacher explains that she will call one week before the visit is due to arrange a time. She also assures parents that she is available before that time, should they wish to talk with her.

f. Home visits are begun. At the first visit the services for the family may be reiterated once more. It may appear that this is done frequently. In a program as complex as BEEP, people tend to become confused about what is and what is not available. Moreover, during the first hectic months of parenthood, superfluous details often escape!

g. Establish a schedule of when home visits are due. Teachers have found it useful to establish individual card files. Each card contains the following information:

Family Name
Address
Telephone Number
Mother's First Name
Father's First Name

Baby's Date of Birth

Exams	Due	Done
Pregnancy Outlook		
Brazelton		
2 weeks		
3½ months		
6½ months		
11½ months		
14½ months		
24 months		
30 months		

The proposed schedule of home visits is listed. Actual dates of home visits are recorded as they occur along with brief comments of relevent information. For example, the family may be planning an extended trip, a family member may be hospitalized, or the family may have acquired a new pet. Consulted weekly, these cards provide useful reminders of when home visits are due, and can add an extra personal touch to the teacher's contacts.

Terminating an Alliance

Terminating an alliance can be a difficult experience for the family and for the teacher/home visitor. Either or both may experience an unwillingness to let go. At the staff level it is important to acknowledge the difficulty and to try to identify its source. Team leader, team members and supervisor may be helpful in this. At the family level, there are several techniques available to minimize the stress.

1. Provide as much notice of the impending change as possible. Share honestly the reason for the change. If possible, share the name of the next teacher/home visitor.

2. Acknowledge with the family the difficulty of being transferred - but avoid dwelling upon it. Let the family know that the change is regretted on both sides. If the terminating teacher/home visitor will still be with the program, explain what her new role will be. Make it clear that her interest in the family will remain, that she will be available in the center and that she will certainly want to say hello from time to time. At the same time, one must avoid undermining the new alliance. The transfer must be made clear in the minds of all concerned.

3. Make introductions. Some families welcome a chance to meet the new replacement teacher in the presence of the first teacher. This may be done in a home visit or in a center visit.

4. Avoid the use of the word "new" when referring to the replacement teacher. To many it denotes inexperience. Use instead the words "replacement" or "next" or if possible refer to the forthcoming teacher/home visitor by name.

5. Present the impending change positively: "I know you will enjoy working with Ms. _____. I think you'll find her ideas exciting" or even, "I think you will have much in common," set the stage for success far better than dwelling upon the sadness or disruption of change.

Establishing a Subsequent Alliance

Stepping into a role previously filled by another is never an easy thing to do. Many of the family's expectations of the program have been strongly influenced by the previous home visitor. Her style, her manner, the unique relationship she shared cannot be duplicated. Some families will view the change as rejection. If an incoming teacher can perceive and present herself not as a replacement for the previous teacher but as an additional person in the lives of the family, her chances of success are probably

greater. Steps we have found to be helpful are:

1. In advance, learn as much as possible about the family. This may mean reviewing the records of exams; reviewing the records of previous teacher/home visitors; discussing the goals for the family with the teacher/home visitor or, if she is unavailable, with the team leader; viewing video tapes of exams or home visits if they are available.

2. Schedule the first meeting with the family with the previous teacher/home visitor. In some cases a joint home visit is desirable. If expense or scheduling complications prohibit this, a brief visit together in the center is often helpful. At the least, be sure that the previous teacher/home visitor has prepared the family for the change by notifying them that it will occur.

3. Review with the family their objectives in joining the project. What did they expect to gain from it? Are they happy with the experiences they have had so far? Are there specific issues they would like to address? Do they have feelings about the way home visits should be conducted? What is their schedule? When is it most convenient to schedule home visits?

4. Allow the family to express their feelings about the change. If necessary, acknowledge their loss. Don't be afraid to allow them to articulate their feelings. Be prepared for anger or hostility or indifference. This may be directed at the previous teacher, at the program in general or at the new teacher. It may surface in the form of aloofness, an apparent unwillingness to make a new commitment, or an unwillingness to discuss issues or listen to other ideas. It may on the other hand be more direct in the form of hostility, criticism or disavowal. It is important that the expression

be understood in light of the loss and not be personalized or allowed to interfere with the teacher's own ability to make a commitment.

5. Be prepared for a resurfacing or old issues. Issues that have been discussed previously with the former teacher/home visitor may be raised again. This may be a way of testing the new teacher, or of indicating that the issues continue to be important and still need to be addressed. It may also be a search for a new opinion.

6. Be prepared to spend time establishing the new relationship. Often two steps backwards must precede three forward ones. Make a little extra outreach. A telephone call before a visit, a special effort to remember to bring a book discussed, a toy chosen with special care, a piece of information purposefully looked up after the previous home visit, a detail remembered - all of these are simple but important ways of telling the family that they are, indeed, important.

7. Have a plan for each visit. Know in advance the way you would like the visit to go, what issues you think are relevant for discussion. It may be necessary to vary the plan, to follow the family's interests or concerns, but it is also important that you have a sense of direction.

VI. PLANNING AND RECORDING HOME VISITS

Content and Teaching Techniques

The content and teaching techniques that a teacher/home visitor employs may vary greatly. Certainly they are different from family to family. They also change from time to time with any given family. In summary form, some of the factors that are likely to influence what a teacher tried to do and how she tried to do it include:

the child's physical integrity

the child's age

the child's developmental pattern, rate, and level

the family's cultural and ethnic background

the family's economic situation

the family's education level

the family's aspirations and goals for their child

the mother's (or primary caretaker's) emotional well-being or ability to cope with parenthood

the alliance the family has made with the BEEP program and expectations they have of the program

the community resources available to meet needs of the family not directly related to child rearing

the support system of relatives or friends available to the family

the teacher's level of communicative ability

the degree to which the teacher and the family constitute a good match

the teacher's life experiences - what she brings to the situation

Procedure

Formulating written plans and maintaining accurate records are some of the most time consuming and difficult tasks performed by teachers. Teachers record each home visit and center visit. In addition, long term goals are recorded and evaluated approximately every three months.

In planning a home visit, the teacher must do the following things:

1. Consult her personal index cards or infant team schedule to determine due date of next visit.

2. Call or write to the family with at least two time options. One week seems to be optimal notice in planning home visits.

3. Consult the last Evaluation Case Review (Section 10, Item 2).

4. Review the Family Education Record including:

   a. the report of the previous Home Visit (Section 10, Item 3),

   b. any recent Additional Family Contact (Section 10, Item 4),

   c. any recent Child Care Observation forms (Section 10, Item 5).

5. Consult the BEEP Teacher Guide for the following items:

   a. appropriate themes to be addressed,

   b. questions to structure the home visit,

   c. relevant behaviors for which to observe,

   d. specific suggestions on interesting activities for the baby or for the parents.

6. Write a plan for the upcoming home visit (Section 10, Item 3). Lessons are planned in blue or black ink and recorded and evaluated in red.

7. Conduct the home visit (Section 10, Item 3).

8. Record the home visit.

9. If 3 month period has elapsed, evaluate goals listed on previous goals sheet.

10. Set tentative goals for the next three month interval. To do this she may consult with her supervisor or team leader, with another teacher, with the social worker or with any member of the diagnostic team.

11. Present the family at team meeting to review goals and get input from supervisor, team leader and other team members and social worker.

If a visit is cancelled, either by family or teacher, it should be rescheduled as soon as possible. If a substantial period of time must elapse, it may be necessary to update the visit plan.

In addition to regularly scheduled home or center visits, families receive educational services in the form of child care, parent meetings and additional contacts with the teaching staff. These are recorded on designated forms (Section 10; Item 4, 5 and 6) and included in the Family Education Folder.

Making Information Available

To provide continuity and completeness of information, all education records are kept in Family Education Folders. There is a folder for each family. They are available to families at their request and may be reviewed in the presence of a member of the BEEP staff. They are also available to all BEEP staff members involved in providing service to the family. Included in each folder are the following items:

1. Family Folder Information Sheet
   (Section 10, Item 1)

2. Evaluation Case Review Form
   (Section 10, Item 2)

3. Home Visit Form
   (Section 10, Item 3)

4. Additional Family Contact Form
   (Section 10, Item 4)

5. Child Care Observation Form
   (Section 10, Item 5)

6. Group Meeting Form
   (Section 10, Item 6)

Quality of Records

Evaluating a home visit or other contact requires that the teacher or home visitor skillfully reconstruct her perceptions of what happened in a home visit. Two cautionary notes are in order. First, by law, all records kept by BEEP must be made available to the family upon request. It is essential, therefore, that observations be specific but nonjudgmental. For example, of a six month old baby, it might

be recorded that he sobered and started at the approach of the stranger (teacher). It would not be recorded that he was frightened by the stranger's presence and seemed overly dependent upon his mother. Second, memories are short. It is essential that contacts be recorded immediately after they are completed. Important details and insights are lost if a long time interval is allowed to elapse between contact with the family and the time the information is recorded.

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WEIKART, D. Ypsilanti-Carnegie Infant Education Project Progress Report. September, 1969.

O'KEEFE, R. A. (Ed.) A Guide for Planning and Operating Home-Based Child Development Programs. Office of Human Development, Office of Child Development, Home Start. June, 1974.

SUMMARY OF THEMES OF THE EDUCATION PROGRAM

Theme One	The Brookline Early Education Project a. Design b. Services c. Personnel d. Rationale
Theme Two	The Teacher/Family Alliance
Theme Three	The Importance of the First Six Years of Life
Theme Four	The Distinction Between Preventing and Compensating for School Related Disabilities
Theme Five	Observation of the Baby's Emerging Skills
Theme Six	The Baby's Intrinsic Curiosity and Tendency to Explore
Theme Seven	The Baby's New Interests
Theme Eight	The Baby's Environment
Theme Nine	The Baby's Safety
Theme Ten	The Parents' Questions, Interests and Concerns
Theme Eleven	The Baby's Social/Emotional Development a. Attachment b. Fear of Strangers and Unfamiliar Places
Theme Twelve	The Baby's Language Development a. Receptive b. Productive c. Functional Use
Theme Thirteen	The Baby's Cognitive Development a. Object Permanence b. Means-ends Relationships c. Imitation d. Spatial Relationships
Theme Fourteen	The Baby's Autonomy, Independence and Negativism

PRENATAL PERIOD

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme One BEEP a. Design b. Services c. Personnel d. Rationale	None	Center visits to observe facilities and services offered at BEEP. BEEP videotapes of: The Brazelton Neonatal Exam The BEEP Newborn Neurological Exam Overview of differential services for 3 program levels.
Theme Two The Teacher/Family Alliance	None	Pregnancy Outlook Interview Center visits The first home visit
Theme Three The Importance of the First Six Years of Life	None	Bloom, B., Stability and Change in Human Characteristics. Gesell, Ilg, and Ames, Infant and Child in the Culture of Today, 6-58. Hunt, Intelligence and Experience, 3-169. Ilg and Ames, Child Behavior, 3-41. Mussen, Conger and Kagan, Child Development and Personality, 99-280.
Theme Four The Distinction Between Preventing and Compensating for School Related Disabilities	None	Illingworth, The Development of the Infant and the Young Child, 1-25.

PRENATAL PERIOD CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Seven		
The Baby's Environment	Family prepares their home for baby's arrival: a. Sleeping area b. Care and maintenance items	Chess, Birch and Thomas, Your Child is a Person. Church, Understanding Your Child, 3-26. Spock, Baby and Child Care, 39-49.
Theme Ten		
The Parents' Questions, Interests, and Concerns	Family prepares for impact baby will have on their individual lives and on the family as a system.	BEEP Teacher Guide: Questions and Issues Raised by Parents Brazelton, Infants and Mothers, xii-72. Dodson, How to Parent, 21-30. Gesell, Ilg and Ames, Infant and Child in the Culture of Today, 59-79. Guttmacher, Pregnancy and Birth. Mussen, Conger and Kagan, Child Development and Personality, 64-98. Pregnancy, Birth and the Newborn Baby. Boston Children's Hospital 3-240. Spock, Baby and Child Care, 3-36.

0 - 3 MONTHS

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme One BEEP a. Design b. Services c. Personnel d. Rationale	None	Regularly scheduled home visits. Special conference with administrative personnel.
Theme Two The Teacher/Family Alliance	None	Home visits Child care Center visits
Theme Three The Importance of the First Six Years of Life	Explores visually.	Beck, How to Raise a Brighter Child, 1-45. Hunt, Intelligence and Experience, 3-69; 347-364. Illingworth, The Development of the Infant and the Young Child, 26-87. Lichtenberg and Norton, Cognitive and Mental Development in the First Five Years of Life, 1-39.
Theme Five Observation of the Baby's Emerging Skills	See BEEP Curriculum Sequences for emerging skills.	BEEP Teacher Guide: Curriculum Sequences Film: "Gabriel is 2 Days Old." Brazelton, Infants and Mothers, 1-175. Dodson, How to Parent, 40-73. Gesell, Ilg and Ames, Infant and Child in the Culture of Today, 90-97. White, B. Human Infants.

0 - 3 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS FOR PARENTS
Theme Six The Baby's Intrinsic Curiosity and Tendency to Explore	Explores visually.	BEEP Toy List Dodson, How to Parent, 21-59. Painter, Teach Your Baby, 18-73.
Theme Seven The Baby's New Interest	Explores visually. Sucks and roots: Sleeps on changing schedule.	Pregnancy, Birth and the Newborn Baby, Boston Children's Hospital, 241-400. Spock, Baby and Child Care, 58-142.
Theme Eight The Baby's Environment	Spends much time in: crib. carriage. infant seat. being carried.	Beck, How to Raise a Brighter Child, 46-77.
Theme Nine The Baby's Safety	Becomes socially responsive. Takes attention from older sibling.	Fraiberg, The Magic Years, 3-48.
Theme Ten Parents' Questions, Interests, and Concerns	Establishes feeding preferences. Establishes sleep pattern. Makes demands on mother leading to her fatigue. Puts stress on older sibling.	BEEP Teacher Guide: Questions and Issues Raised by Parents Spock, Infant and Child Care, 58-130.

3 - 6 MONTHS

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme One a. Design b. Services c. Personnel d. Rationale	None	Regularly scheduled home visits. Special conference with administrative personnel.
Theme Two The Teacher/Family Alliance	None	Home visits Child care Center visits
Theme Five Observation of the Baby's Emerging Skills	See BEEP Curriculum Sequences for emerging skills.	BEEP Teacher Guide: Curriculum Sequences BEEP Videotape of 3½ Mo. Exam Birch, Chess and Thomas, Your Child is a Person, 1-86. Brazelton, Infants and Mothers, 115-157. Illingworth, The Development of the Young Child, 169-207.

3 - 6 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Six The Baby's Intrinsic Curiosity and Tendency to Explore	Refines visually directed reaching and grasping. Manipulates objects. Shows awareness of textural differences.	Beck, How to Raise a Brighter Child, 74-86. Dodson, How to Parent, 59-60. Painter, Teach Your Baby, 74-86. Piaget, The Origins of Intelligence in Children, 153-209.
Theme Seven The Baby's New Interests	Displays increasing awareness of strange person or situation.	BEEP Teacher Guide: Curriculum Sequences Questions to Structure Home Visits Film: "How Babies Learn" Gesell, Ilg and Ames, Infant and Child in the Culture Today, 98-113. Hartley and Goldenson, Children's Play, 1-25.
Theme Eight The Baby's Environment	Increases accuracy of visually directed reaching.	BEEP Teacher Guide: Curriculum Sequences BEEP Toy List

3 - 6 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Nine The Baby's Safety	Uses actively arms and legs. Rolls over. Picks up small objects.	Hartley and Goldenson, Children's Play, 1-25. Pamphlet: "Assuring Safety and Protecting Health," University of North Carolina, Greensboro. Pamphlet: "Stop Risking Your Child's Life." Physicians for Automotive Safety.
Theme Ten The Parents' Questions, Interests and Concerns	Shows increased awareness of the presence of others. Smiles and invites interaction.	BEEP Teacher Quide: Questions and Issues Raised by Parents Brazelton, Infants and Mothers, 115-164. Dodson, How to Parent, 21-72. Dodson, How to Father, 3-37. Provence, Guide to the Care of Infants in Groups, 37-45.

5 - 9 MONTHS

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Five Observation of the Baby's Emerging Skills	Demonstrates increased hand dexterity. Recognizes several words. Begins to search for missing objects.	BEEP Teacher Guide: Curriculum Sequences Questions to Structure Home Visits Brazelton, Infants and Mothers, 148-221. Illingworth, The Development of the Baby and the Young Child, 169-207.
Theme Six The Baby's Intrinsic Curiosity and Tendency to Explore	Shows interest in mother. Attempts mastery of his own body. Increases ability to manipulate: small objects objects with moving parts objects that respond to his overtures.	Fraiberg, Magic Years, 45-49. Hartley and Goldenson, Children's Play, 24-39.
Theme Seven The Baby's New Interests	Increases gross motor activities and mastery of the use of the body: crawling pulling to stand. Manipulates: small objects objects with moving parts objects that respond to baby's overtures.	BEEP Toy List Film: "How Babies Learn" Lichtenberg and Norton, Cognitive and Mental Development in the First Five Years of Life, 3-34.

- 9 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Eight The Baby's Environment	Demonstrates need to balance. Needs opportunity to explore and protection from: electric outlets falls pulling things down pushing things over small objects that might go in mouth.	Brazelton, Infants and Mothers, 148-221. Dodson, How to Parent, 60-73.
Theme Nine The Baby's Safety	Increases locomobility: crawling pulling to stand. Demonstrates curiosity. Demonstrates interest in objects in the environment.	Fontana, A Parents' Guide to Child's Safety. Massachusetts Safety Council Check List
Theme Ten The Parents' Questions, Interests and Concerns	Increases locomobility. Displays stranger anxiety. Displays wariness in unfamiliar places. Increases playfulness.	BEEP Teacher Guide: Questions and Issues Raised by Parents Dodson, How to Parent, 60-62. Spock, Baby and Child Care, 215-248.
Theme Eleven The Baby's Social/ Emotional Development	Displays stranger anxiety. Displays ability to get and maintain attention of adults. Displays ability to play social games.	Bowlby, Attachment and Loss (I), 265-330. Church, Understanding Your Child, 55-75. Film: "Person to Person in Infancy."

6 - 9 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Thirteen		
The Baby's Cognitive Development	Repeats motor actions which lead to interesting effects. Performs abbreviated version of action schemas on familiar objects. Attempts to make interesting effects last. Begins to show intentionality.	Ginsburg and Opper, Piaget's Theory of Intellectual Development, 43-51. Hunt, Intelligence and Experience, 124-133. Piaget, The Origins of Intelligence in Children, 210-262.

9 - 12 MONTHS

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Five Observation of the Baby's Emerging Skills	Displays increased language comprehension. Displays increased gross motor skill.	BEEP Teacher Guide: Curriculum Sequences Questions to Structure Home Visits Brazelton, Infants and Mothers, 222-276.
Theme Six The Baby's Intrinsic Curiosity and Tendency To Explore	Displays curiosity about his total environment: doors, drawers, and cabinets things to climb on bathrooms objects things that go in and out.	White, R., The Concept of Competence.
Theme Seven The Baby's New Interests	Plays and enjoys social games. Ability to manipulate: small objects objects with moving parts putting things into and taking them out of containers. Displays increased locomobility: creeping pulling to stand cruising.	BEEP Toy List BEEP videotape with B. White, "Curiosity" White, B., Experience and Environment, 84-110.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Eight The Baby's Environment	Demonstrates need to balance opportunity to explore and protection. Demonstrates need to balance interest in mother with interest in environment.	BEEP Teacher Guide: Curriculum Sequences Questions to Structure Home Visi
Theme Nine The Baby's Safety	Displays increased locomobility: standing cruising walking climbing stairs. Shows curiosity and interest in objects in the environment. Ability to open doors, drawers and cabinets.	BEEP videotape with "Your Baby's Safety." Fontana, A Parent's Guide to Child Safety. List of poisonous plants around the home from the Arnold Arboritium, The Arborway, Boston, Mass. Massachusetts Safety Council Checklist.
Theme Ten The Parents' Interests, Questions and Concerns	Displays increased locomobility. Shows tendency to get into everything. Shows desire to be with others, especially mother. Expresses need for limits and discipline.	BEEP Teacher Guide: Questions and Issues Raised by Parents Dodson, How to Parent, 62-117. Ilg and Ames, Child Behavior, 328-341.

9 - 12 MONTHS CONT.

THEMES FOR HOME VISIT:	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Eleven The Baby's Social/Emotional Development	Shows increase of: stranger anxiety ability to get and maintain attention ability to show anger ability to show affection ability to play social games separation distress.	Ainsworth, Object Relations, Dependency and Attachment. Film: "Life in the Kibbutz." Fraiberg, Magic Years, 52-62.
Theme Twelve The Baby's Language Development	Understands several words. Responds to simple verbal requests. Understands and inhibits to commands. Babbles expressively. Imitates words.	Bullova, From Communication to Language. Cazden, "The Early Development of the Mother Tongue." Markessenes, From Sounds to Language. BEEP videotape by C. Cazden and BEEP staff on "Language Acquisition."
Theme Thirteen The Baby's Cognitive Development	Shows intentionality more clearly. Sets aside an obstacle in order to attain an object. Pursues an end by different means. Uses an object as an instrument to attain a goal. Establishes relationships between two objects, between means and ends of actions. Anticipates independent actions. Enjoys finding hidden objects. Uses a variety of schemas to make things happen. Imitates gestures he has done on his own.	Flavell, The Developmental Psychology of Jean Piaget, 109-113. Ginsburg and Opper, Piaget's Theory of Intellectual Development, 51-58. Hunt, Intelligence and Experience, 133-145. Piaget, The Origins of Intelligence in Children, 210-262. Uzgiris and Hunt, Toward Ordinal Scales of Psychological Development in Infancy.

12 - 15 MONTHS

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Five		
Observation of the Baby's Emerging Skills	Increases language comprehension: Understands many words Understands simple directions Says several words. Uses adults as resources. Expresses affection. Displays an increasing sense of self and independence. Increases locomobility: walking climbing. Uses voluntary release skillfully.	BEEP Teacher Guide: Curriculum Sequences Questions to Structure Home Visits BEEP videotape of one home visit to each family. Brazelton, Toddlers and Parents, 1-98. Spock, Baby and Child Care, 264-288
Theme Six		
The Baby's Intrinsic Curiosity and Tendency to Explore	Displays curiosity about his total environment: doors, drawers, and cabinets Plays with several small objects. Plays with objects in a way that uses voluntary release.	Gesell, Ilg and Ames, Infant and Child in the Culture of Today, 122-140.
Theme Seven		
The Baby's New Interests	Spends much time learning about mother and other familiar people: social games hiding games Spends much time learning the rules of the home. Explores and masters items of the object world. putting things into and taking them out of containers simple puzzles throwing balls climbing.	Beck, How to Raise a Brighter Child, 59-82. BEEP Toy List Gesell, Ilg and Ames, Infant and Child in the Culture of Today, 122-140. Painter, Teach Your Baby, 120-140.

12 - 15 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Eight The Baby's Environment	Demonstrates need to balance opportunity to explore and protection. Demonstrates need to balance interest in mother with interest in environment.	BEEP Teacher Guide: Questions to Structure Home Visits
Theme Nine The Baby's Safety	Displays increased locomobility: walking climbing. Shows curiosity and interest in objects in the environment. Shows interest in the contents of boxes, bottles, drawers, and closets.	Massachusetts Safety Council Checklist Spock, Baby and Child Care, 266-269
Theme Ten The Parents' Interests, Questions and Concerns	Is able to travel but needs entertainment.	Hartley and Goldenson, Children's Play, 240-247.

12 - 15 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Eleven		
The Baby's Social/ Emotional Development	Shows decline in stranger anxiety.	BEEP videotapes (2) with B. White "Sibling Relationships."
	Attempts to use other people as resources by pointing, vocalizing to mother.	
	Displays ability to show affection.	
	Displays ability to show anger, jealousy or frustration.	
	Increases awareness of siblings and ability to compete.	
	Increases ability to play social games.	
Theme Twelve		
The Baby's Language Development		
Receptive	Recognizes and demonstrates recognition of several words.	Cazden, "Suggestions from Studies in Early Language Acquisition."
	Follows a simple direction.	Hymes, "On Communicative Competence."
Productive	Imitates several words.	Menyuk, The Acquisition and Development of Language.
	Says one or two words appropriately to a specific object.	
Functional Use	Uses vocalization to attract attention or procure a service.	

12 - 15 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Thirteen The Baby's Cognitive Growth	Repeats actions that lead to interesting results. Discovers new means through active experimentation.	Ginsburg and Opper, Piaget's Theory of Intellectual Development 58-63. Hunt, Intelligence and Experience, 149-159. Piaget, The Origins of Intelligence in Children, 263-331.
Theme Fourteen The Baby's Autonomy, Independence and Negativism	Varies actions to achieve different results. Experiments with new uses for materials and in order to see what happens. Begins to distinguish his own act from the objects he acts upon. Enjoys: imitating simple, visible gestures. imitating sounds and words. Becomes aware he can say "no" and makes choices.	Chess, Thomas, Birch, Your Child Is A Person, 87-105. Dodson, How to Father, 25-36.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Five Observation of the Baby's Emerging Skills	Begins to show autonomy. Increases language comprehension. Increases language production: new words new uses for words new relationships expressed.	BEEP Teacher Guide: Curriculum Sequences Questions to Structure Home Visit BEEP Videotapes: Paula Menyuk, "Language Acquisition from 0-3." Courtney Cazden, "Language Learning Brazelton, Toddlers and Parents, 99-118. Dodson, How to Parent, 217-238. Fraiberg, Magic Years, 107-145.
Theme Six The Baby's Intrinsic Curiosity and Tendency to Explore	Displays interest in exercising and practicing motor skills: Climbs into and onto everything. Throws and catches objects.	Gesell, Ilg, and Ames, Infant and Child in the Culture of Today, 130-154. White, B., Experience and Environment, 156-200.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Seven The Baby's New Interests	Shows interest in learning about mother and other familiar people: social games learning the rules establishing expectations. Shows interest in exploring and mastering the object world. Shows interest in varying actions in order to cause fluctuations in results. Shows increased skill in: throwing and rolling balls solving simple puzzles opening and closing doors climbing mastering stairs pulling objects or strings.	BEEP Teacher Guide: Developmental Principles Questions to Structure Home Visits BEEP videotape of children playing. Beck, How to Raise a Brighter Child, 83-97; 255-260. Gesell, Ilg and Ames, Infant and Child in the Culture of Today, 141-154. Painter, Teach Your Baby, 145-167.
Theme Eight The Baby's Environment	Needs to experience opportunity to explore safely. Needs to balance interest in mother with interest in environment.	Beck, How to Raise a Brighter Child, 83-98. Painter, Teach Your Baby, 145-167.
Theme Nine The Baby's Safety	Displays increased locomobility: climbing going up and down stairs. Shows curiosity and interest in solving new problems and experimenting with new effects.	Massachusetts Safety Council Checklist

16 - 19 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Ten The Parents' Interests, Questions and Concerns	Shows increased competition with sibling. Begins to show interest in bowel training.	BEEP Teacher Guide: Developmental Principles and Related Parent Behaviors Fraiberg, The Magic Years, 91-10 Spock, Baby and Child Care, 249- 249-264.
Theme Eleven The Baby's Social/Emotional Development	Shows fear of separation from attachment figure. Shows ability to use mother as base from which to explore. Shows ability to request help by painting calling leading adult by the hand bringing object to adult. Shows ability to get and maintain attention. Shows ability to cooperate. Shows ability to assert himself. Shows ability to play social games with adults. Shows ability to compete with siblings and peers.	Church, Understanding Your Child 217-229. Dodson, How to Parent, 121-180. White, B. Experience and Environment, 233-248.

16 - 19 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Twelve The Baby's Language Development Receptive	Shows ability to understand many words. Shows ability to understand and respond to simple requests and commands.	Cazden, "The Early Development of the Mother Tongue." Church, Understanding Your Child, 177-194. Hymes, "On Communicative Competence." Menyuk, The Acquisition and Development of Language.
Productive	Shows ability to imitate words. Shows ability to label familiar objects.	
Functional Use	Begins to use operations of reference: nomination nonexistence recurrence. Begins to use semantic relations: location possession attribution agent-action action object agent object.	
Theme Thirteen The Baby's Cognitive Development	Repeats actions that lead to interesting results. Varies actions to achieve different results. Experiments with new uses for materials and in order to see what happens. Distinguishes his own act from the objects he acts upon. Begins to solve problems which demand new and unfamiliar means. Enjoys: imitating gestures imitating sounds and words looking for things in other things putting objects into containers making mechanical toys move.	Flavell, The Developmental Psychology of Jean Piaget, 85-163. Ginsberg and Opper, Piaget's Theory of Intellectual Development, 58-63. Piaget, The Origins of Intelligence in Children, 263-340.

16 - 19 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Fourteen The Baby's Autonomy, Independence and Negativism	Becomes aware that he can: make choices say no make people happy or unhappy make people do what he wants them to feel anger compete with siblings assert himself against siblings. Begins to fear new things such as: animals darkness being alone. Becomes more negative. Becomes more aggressive.	Ames and Chase, Don't Push Your Preschooler, 24-30. Chess, Thomas and Birch, Your Child's a Person, 87-105. Dodson, How to Parent, 98-120; 203-238. Fraiberg, Magic Years, 107-168. Videotape with B. White, "Sibling Interaction" part 2.

20 - 24 MONTHS

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Five Observation of the Baby's Emerging Skills	Increases evidence of autonomy, negativism, possessiveness. Increases language production; new words and phrases new relationships expressed use of language to communicate wants and needs. Begins to display imaginative-representational play.	Ames and Chase, Don't Push Your Preschooler, 24-36. BEEP Teacher Guide: Curriculum Sequences Questions to Structure Home Visits Fraiberg, The Magic Years, 107-178. Gesell, Ilg and Ames, Infant and Child in the Culture of Today, 141-165.
Theme Six The Baby's Intrinsic Curiosity and Tendency to Explore	Displays interest in mother and what she does. Imitates mother's behavior. Uses mother's things.	Beck, How to Raise a Brighter Child, 83-97. Brazelton, Toddlers and Parents, 119-174.
Theme Seven The Baby's New Interests	Solves simple puzzles. Imitates familiar actions: going shopping. Looks at picture books. Rides toys. Plays with dolls and stuffed animals. Puts objects into containers and transfers into others: sand water blocks beads.	Beck, How to Raise a Brighter Child, 83-97; 199-211. Dodson, How to Parent, 98-120. Painter, Teach Your Baby, 168-190.

20 - 24 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Eight The Baby's Environment	Shows sense of belonging to a family.	Brazelton, Toddlers and Parents, 47-70. Hartley and Goldenson, Children's Play, 39-68.
Theme Nine The Baby's Safety	Shows increasing interest in climbing but no awareness of danger from: heights unstable structures. Displays ability to open more complex doors, locks, bottles and other dangerous objects.	Brazelton, Toddlers and Parents, 197-218. Spock, Baby and Child Care, 529-542.

20 - 24 MONTHS

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Ten Parents' Interests, Questions and Concerns	Shows interest in and ability to control body functions. Displays increased anti-social behavior such as: hitting biting breath holding. Displays increased tendency to quarrel with siblings. Shows some interest in other children.	BEEP Criteria for Evaluating Playgroups and Schools. Fraiberg, Magic Years, 107-178. Ilg and Ames, Child Behavior, 219-239. Spock, Baby and Child Care, 308-349.
Theme Eleven The Baby's Social/Emotional Development	Shows increased awareness of sex differences. Shows clear preferences about separating or not separating from parent. Displays sudden and seemingly irrational fears.	Church, Understanding Your Child, 142-176. Ilg and Ames, Child Behavior, 155-170. Spock, Baby and Child Care, 351-356. White, B. Experience and Environment, 219-238.

20 - 24 MONTHS CONT.

THEMES FOR HOME VISIT	SKILLS, CHARACTERISTICS AND CONCERNS RELEVANT TO THEMES	HELPFUL REFERENCES FOR TEACHERS AND PARENTS
Theme Twelve The Baby's Language Development		Hymes, "On Communicative Competence." Menyuk, The Acquisition and Development of Language.
Receptive	Understands the names of many things and people. Understands and follows simple directions. Answers simple questions.	
Productive	Uses words to label objects or people. Combines two or more words.	
Functional Use	Uses words or combinations of words to: ask for what he wants protest things he does not want.	
Theme Thirteen The Baby's Cognitive Development	Begins to internalize thought. Represents mentally an object or action which is not present. Imitates actions after they have occurred.	Ginsberg and Opper, Piaget's Theory of Intellectual Development, 63-66. Piaget, The Origins of Intelligence in Children, 233-356.

Section: 3

PRINCIPLES OF CHILD DEVELOPMENT AND RELATED PARENT BEHAVIORS

COGNITIVE DEVELOPMENT
CURIOSITY
LANGUAGE
SOCIAL DEVELOPMENT
AUTONOMY AND INDEPENDENCE

I. COGNITIVE DEVELOPMENT

A. Developmental Principles

1. Cognitive development proceeds in stages. Each stage is qualitatively different from the one before.

   a. Qualitative changes involve new strategies of action.

   b. Qualitative shifts in strategy occur after sufficient practice with variant versions of a partial skill strategy.

2. The sequence of developmental stages is the same for all children. Each child goes through developmental stages in his own way and on his own time schedule.

B. Parental Behaviors

1. Watch your child carefully, in different situations at different times, with different people:

   Ask yourself

   - What does he like to do?
   - What does he enjoy playing with?
   - Whom does he like to play with?
   - What problems does he have to solve?
   - How does he attempt to solve problems?
   - What happens when he cannot do something himself?
   - How does he use other people?
   - How does he let you know when he needs help?

   You might want to keep a record of how these things change. A diary, a photograph album, a series of tape recordings are some ways to do this.

2. Give your child chances to try new things and to solve problems by himself. Be alert to his signals that he needs help.

3. Plan his environment and his experiences so that they are challenging but also so that he will frequently meet success.

4. Provide situations and materials that offer him opportunities for active learning, for manipulation and exploration of a variety of materials, and situations for discovering principles and relationships.

5. Allow the baby time

   - to find things that he thinks are interesting
   - to solve problems
   - to repeat things again and again -- to practice
   - to be by himself
   - to gain control of his own body
   - to try familiar actions in different ways and for different purposes
   - to enjoy being with you

II. CURIOSITY

A. Developmental Principles

1. Infants are inherently curious. They have strong desires to explore, investigate, manipulate, - to play. This curiosity can be encouraged and expanded or it can be inhibited.

2. As children play, they learn

   - about their body
   - about what they can do
   - about other people
   - about space
   - about relationships between things

3. Children learn by relating what they are doing to what they have done before. A variety of experiences using

related skills or ideas facilitates the development of more complex abilities.

4. Children can be provided with environments that are both inviting and safe for exploration.

B. Parental Behaviors

1. Give your child freedom to explore and learn. A playpen or other restriction may sometimes be necessary for his safety or for your sanity, but avoid confining him for long periods of time.

2. Encourage him to master new motor skills, and to practice old ones.

3. Provide him with opportunities, space and equipment to practice safely.

4. Don't be alarmed by a little clutter.

5. Arrange for storage of the child's playthings within his reach.

6. Child-proof your home. Remove dangerous objects and objects that may be damaged or broken. Do a safety check frequently.

7. Minimize the number of situations and things about which you must say "No".

8. When you say, "No," mean it.

9. Let him try familiar actions in different ways, with different materials and for different purposes.

10. Remember that babies like to do many things. Have you seen your baby try these?

- take things out and put them in
- pour things - water, sand, macaroni - anything
- open and close things
- push and pull things
- fit things together
- stack things up
- roll and push
- play hide and seek

- do the same thing over and over again
- take things apart
- put things together
- play with moving parts
- imitate someone else
- climb on things
- play with "messy" things - food, water, sand, finger paint, etc.

11. Don't force things.

Some things make parents nervous

- Separating in a strange situation
- Toilet training
- Giving up a bottle
- Learning to count or read

Don't rush. Look to your child for cues that he is interested and ready to learn.

III. LANGUAGE

A. Developmental Principles

1. Children learn to understand language and to express themselves through language. The two do not proceed at the same pace.

   a. A child can usually understand more than he can express and more than he can act upon.

   b. A child first learns the basic operations of reference and semantic relations.

   c. He then learns the grammatical morphemes and the modifications of meaning they express within his language community.

2. As a child matures, language becomes increasingly powerful in controlling his behavior.

a. He will respond to communications from others.

b. He will use his own speech to describe what he is doing, to inhibit his behavior, to solve problems.

B. Parental Behaviors

1. Talk with your child

- talk about what you are doing
- identify and label things
- ask him to do things or follow simple directions
- talk about things he sees and feels
- talk about relationships of objects to one another

2. Use words he can understand but sometimes add words that are new to him or different. Make him "stretch".

3. Give him lots to talk about. Take him places with you. Let him share your work and your play.

4. Encourage him to talk with you. Respond to his attempts to speak with you.

5. Listen to your child and watch him as he speaks. Use his words and their context to understand what he is trying to say. Respond so that he knows you understand.

6. Use words to provide a related idea or two.

7. Show him picture books. Talk about the pictures. Tell a story if you want but gear it to his interest and attention of the moment.

IV. SOCIAL DEVELOPMENT

A. Developmental Principles

In order to thrive, children must form social relationships with other people in their environment.

- Babies become aware of and responsive to familiar caretakers early in the first year of life.
- Babies whose early overtures for attention are promptly and appropriately met seem to cry less and make fewer socially unacceptable demands for attention later.

- Focused attachments develop between the baby and one or a limited number of others during the second half of the first year of life.

- By the end of the first year of life, children are able to use their attachment figures to facilitate exploration of new situations and adaptation to stress.

- A balance between the child's interest in the physical world and interest in his attachment figure is important for successful development.

- Some periods are more stressful to babies than others, particularly when they involve the presence of unfamiliar people or the real or threatened separation from his attachment figure.

- Other children begin to become important to him by the end of his second year.

B. Parental Behaviors

1. Make yourself available to your child at least part of everyday. Be sure it is at a time when he is awake and responsive and when you feel like sharing. Keep the time free from trivial interruptions. Show him the time is his and that you value it. Do things he likes to do.

2. Try to put yourself in the baby's position.

   - Respond to his overtures as often as possible.

   - Respond favorably as often as possible.

   - Provide encouragement as often as possible.

   - Provide enthusiasm as often as possible.

3. Give him opportunities for independence.

   Let him try to do things himself.

   - Can he feed himself?

   - Can he help dress himself?

   - Can he get his toys?

   - Can he put his things away?

   Give him time to do things for himself and by himself. Don't help him too soon.

   Be available to assist him and encourage him, but avoid taking over.

4. Don't encourage him to concentrate all his energies on you.

5. Give him opportunities to broaden his personal relationships from his immediate family to others.

   - Let him play with other children his age and with older and younger children.

   - Don't overlook the importance of supervision.

6. Avoid precipitous departures, long separations or overly enthusiastic strangers, particularly during the times when your baby seems upset by them.

V. AUTONOMY AND INDEPENDENCE

A. Developmental Principles

Autonomy - is the concept of one's self as an independent agent, capable of affecting his environment. This develops as the child matures.

- A baby will learn to manage his own body.

- He learns to distinguish among persons and between himself and others.

- He learns that he can cause things to happen, that he can initiate action

  - with his own body

  - with objects

  - with other people

- He learns to make his wants known.

- He learns to accept limits.

- He learns to delay gratification.

- He learns to avoid difficult situations.

- He learns to say "No" and to refuse unwanted help and suggestions.

- He learns that he can seek and use help.

Most children reach a peak of self-assertiveness at about 18 months although it may last for many months.

B. Parental Behaviors

1. Provide many ways and opportunities for your child to develop a strong, positive self image.

   Give him ways to learn that

   - he is one who can do.
   - he has some control over what happens.
   - he is worthy of love.
   - he can help other people to feel good.
   - he can make mistakes and still be loved.
   - he can have fears and overcome them.

2. Set realistic limits for your child's behavior. Base them on his understanding of events, time and causality.

   - Decide what limits you will set, how they will be conveyed to your child and how you will enforce them.
   - Try to keep restrictions to a minimum.
   - Seek opportunities to reinforce positive behavior.
   - Set limits or restrict activities when they are harmful or objectionable to others or when they are dangerous to the child.
   - Don't be afraid to enforce limits.
   - When you say "No," mean it.
   - Don't give in to unreasonable requests.
   - Don't allow tantrums.
   - Don't try to win all of the time. Pick important issues on which to take a stand.

CURRICULUM SEQUENCES

This curriculum has been planned as a guide for teachers in their role as resources for parents. Teachers discuss with parents the ways in which babies grow and learn. They talk about why some activities are fun for the baby, why certain activities follow others, why some activities are more appropriate for children of one age than for those of another, and why some activities may be especially important for an individual baby.

The activities are presented as suggestions, ideas or options rather than as BEEP's authoritative recommendations. Activities that the teacher carries out with the child are designed primarily to illustrate for the parents ways of interacting with the child. Teachers try to adapt their discussions of theoretical information to the needs and interests of the parents.

The Curriculum Sequences are designed for several purposes:

- To stimulate parents to play with their infants in ways that are enjoyable to both parent and child;
- To help parents understand their infant's behavior in terms of physical, neurologic, cognitive, and social development;
- To alert BEEP personnel to possible lags in the baby's development and to facilitate referral to appropriate diagnostic facilities when warranted;
- To serve as a vehicle for staff training and as a means for maintaining consistency among the teaching staff in working with parents.

Things to expect:

- In general, within each sequence, the skills are listed in the order in which the baby is likely to show them.
- No two babies will progress at the same rate through all the sequences. Each baby has his own pattern of development which should be respected by the parents and by the teacher.
- As a new skill first appears, an old skill may seem to regress or to disappear. Perfection of the new skill will probably be marked by reappearance of the old. Never rely on a single observation to evaluate the presence or absence of a given developmental milestone.

Things to do:

- Try each kind of activity in several different ways and with a number of different objects.
- Provide practice on a given level of activity when the ability is just emerging.
- Balance practice of familiar activities with new experiences. The baby should be helped to stay confident and interested.
- Alternate periods of stimulation with periods of relaxation. The duration of each kind of period must be determined by the baby's behavior.

Remember:

The major focus is to help parents observe and more fully understand their child's development. In following this curriculum, it is essential that one or both parents be present and involved! All activities should stimulate them to try new things. They should also reinforce each parent's own sense of effectiveness in providing fruitful activities for the baby.

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Nonspecific Recognition Response to Familiar Caretakers and Strangers Response to Separation Expressing Affection and Hostility Gaining and Maintaining Attention Using Adults as Resources		
AUDITION AND LANGUAGE	White	CS 42 - 50
Audition Early Vocalization Receptive Language Speech		
COGNITION	Yellow	CS51 - 66
Object Permanence Differentiation of Means and Ends Gestural Imitation		

'75 CS 4

BROOKLINE EARLY EDUCATION PROJECT

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POSTURAL DEVELOPMENT

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
SUPINE POSITION			
Tonic Neck Reflex dominates. Baby's head is turned to one side with the arm extended to the same side. The opposite knee is flexed.	0 - 8 weeks 0 - 2 months	Provide colorful objects with contrasting contours on the side of the baby's crib at the level of his gaze. -Cardboard bull's-eye -Flip Book -Brightly colored towels, -Materials or wallpaper Offer the baby different views. Vary the position of the baby in his crib.	Hold an interesting toy or a bright object at different distances from the baby's face. Watch the baby to see where he seems to see it best. Look at his eyes Look at his whole body Let the baby experience his arms in different positions. Bring the baby's arms to the midline of his body; rub his hands together, stroke his shoulders, chest, face with his hands.
PRONE POSITION			
The baby can raise head briefly at 45° angle.	0 - 4 weeks 0 - 1 month	Place the baby on his stomach from time to time. Use crib sheets for mats with patterns, preferably with clear outlines.	Place the baby on his abdomen. Show him a rattle or other interesting toy. Raise the toy slowly. Give him a chance to follow with his eyes and head. Lower the toy. Try it again.

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Turns head sideways	0 - 4 weeks 0 - 1 month		Call or speak to baby from all positions at his level of gaze.
Flexor tone predominates (fetal position)	0 - 4 weeks 0 - 1 month		If the baby is irritable or uncomfortable on his stomach, place him on a small roll made of diapers or a blanket.
ROLLING			
Rolls part way from back to side. Rolls from side to back.	0 - 4 weeks 0 - 1 month	Place the baby lying on his side occasionally.	Holding the arms next to the body, roll the baby gently, from side to side on your lap, changing table or large beach ball. Move slowly and wait for baby to respond.
UPRIGHT AT SHOULDER			
Some postural adjustment to position as the head becomes more steady, increasing from intermittent head raising to vertical without support for 15 sec.	0 - 4 weeks 0 - 1 month		Move slowly when caring for the baby. Let the baby respond to each of your movements and the new effects of gravity.

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
SUPINE			
Tonic Neck Reflex is modified to the extent that the baby's head is only half turned to the side. His hand position is modified toward the side and his fist is less tightly clenched.	8 - 10 weeks 2 - 2½ months	Modify the position of objects to fall within the baby's angle of sight. Add representations of the human face. -Smiley-Faces (Playtentials) Continue to vary sleeping and carrying positions.	Do the same thing with different kinds of objects. Modify the position from which you present them. Be sure you are presenting them within the baby's line of vision. Continue to bring baby's hands into midline for play.
PRONE			
The baby can hold his head at 45° . He may raise it to 90° angle.	4 - 9 weeks 1 - 2 months	Place the baby on his stomach. Fasten interesting objects to the crib where the baby can see them. -crib bumper -patterned wall paper -mirror with no sharp edges or corners	Place the baby on a mat on the floor. Get down on the mat with him. Let him look at you. Engage him in eye-to-eye contact.
Flexion is decreasing, the pelvis is flat on mattress, baby raises head and chest briefly by pushing up with arms.	4 - 8 weeks 1 - 2 months		Sit and place the baby over your knees. Stroke or pat his back gently. This will encourage the baby to lift his head. It is also very relaxing for the baby. Hold the baby around his chest parallel to the floor while you are lying or standing. Lift the baby slowly above you several times;

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Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
			this will encourage him to lift his head, arms and legs up.
SITTING			
When baby is supported in a sitting position he can hold his head erect.	8 - 12 weeks 2 - 3 months	Place the baby on a couch or chair, well propped by pillow or blanket. Provide something interesting to watch.	Hold the baby on your lap. Move your legs gently to one side. Tip the baby and wait for his head to come up the midline. Do the same on the other side. Hold the baby on your lap and bounce him gently. Support the baby's head while gently pulling him to a sitting position.
ROLLING			
Rolls from stomach to back	22 - 26 weeks 5 - 6 months		Continue rolling the baby from side to side. Encourage the baby to roll over by folding one arm under the chest while he is lying on elbows. Call to him from above as he rolls from stomach to back. (NOTE: This does not have to be an "exercise" but can be incorporated into daily care - Let baby participate in the movement process).

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
SUPINE			
Tonic Neck Reflex is still seen but more often the baby's head is in a midline position. Limbs are symmetrically placed and fists are unclenched.	10 - 14 weeks 2½ - 3 months	Place additional dangling toys at different levels. Use different colors, shapes, and sizes. Use objects that make interesting sounds.	While you play with the baby hold your face close above his. Engage him in eye-to-eye contact. Vary your facial expression. Talk to him.
Begins to lift arms off crib surface toward midline.	12 weeks 3 months		Present small colorful objects at the midline.
PRONE			
The baby can maintain his head at 90° angle. Often the chest is off the ground supported by outstretched arms.	8 - 14 weeks 2 - 3 months	Provide more interesting objects to look at. Change the objects often. -Happy Apple -Flip Book -Animal	Continue playing with the baby on the floor. Show him things that move, make noises, shine, etc. Place baby over a bolster pillow, rock him forward and back supporting his hips, encouraging him to put weight on his arms; put toys in front of him to encourage him to reach out for them.
Extensor tone increases as flexor tone decreases. The baby makes swimming movements with limbs extended and entire weight on the abdomen.	12 - 16 weeks 3 - 4 months		To encourage back extension, hold the baby in front of a mirror. Support him around the knees and chest. Let the baby lean over as far as he can manage. Arouse his interest so that he straightens back while looking in the mirror. Airplane: Lie on your back with your knees bent and your lower legs raised parallel to the

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
			(Airplane, cont.) floor. Rest your baby on your shins, holding his hands out to the sides. Lift your legs so that he is raised higher. Place the baby on a bed or table with his head and shoulders reaching out over the edge. Support him with one hand on buttocks. Attract his attention to a toy so that he will raise himself up for a few seconds.
SITTING			
Slight head lag initially when pulled to sit.	12 - 14 weeks 3 - 3½ months		Continue encouraging the baby to pull to sit, supporting the baby's head until he completes the movement.
SUPINE			
The baby now makes more anti-gravity movements with limbs (while on his back): -increasing midline hand play and hand to mouth activity. -reaches for his feet	16 weeks 4 months	Continue dangling toys at different levels.	Continue handing objects to the baby at the midline and engaging in eye-to eye contac. Hand toys at waist level and encourage baby to reach out with his feet.

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
PRONE			
Head erect and chest supported by forearms. Baby can turn head to the left or right.	16 weeks 4 months	Continue placing baby on floor with objects to the sides as well as in front of him.	Place the baby prone on floor or over bolster, call or talk to the baby from either side encouraging him to turn his head to see you. Continue playing on bolster pillow in front of mirror; try airplane game and reaching over edge of table as endurance increases. Lift the baby 3 or 4 inches by the hips in prone position to encourage pushing up by the hands. As the baby becomes more proficient, lift him at the thigh instead of the hip.
Extensor strength increases. (Baby makes more antigravity movements while on his stomach)	16 weeks 4 months		
SITTING			
Baby makes an effort to sit and there is no head lag when pulled to sitting.	16 weeks 4 months	Continue propping baby while providing interesting things to look at.	Continue sitting games on floor and in your lap. Beach Ball - Place the baby on his back holding him at the thighs. Tip the ball slowly toward you - the baby will then be sitting. Roll back slowly until the child is lying again. Try it again, tilting slightly to one side, then the other.

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
When the baby is tilted vertically, the head is balanced.	16 weeks 4 months		Bouncing and swaying in sitting position can now be done on one knee, with baby leaning forward and back as well as side to side. Lower your hands from his chest to hips so the baby begins to do the work of balancing.
ROLLING			
Rolls from back to side (Tonic Neck Reflex interferes less with process of rolling).	16 weeks 4 months	Place interesting toys at the baby's side when he is supine on the floor or in crib. The infant seat may become unstable now.	Roly poly: As the baby lies on his back, show him an interesting toy to the side. As he begins to reach and turns toward it, bend his hip and turn him toward the toy. He will more easily roll to the side or all the way to his stomach. This is also fun to try on the large beach ball.
SUPINE			
The baby continues antigravity play; puts feet in mouth and fingers his toes.	20 weeks 5 months		Put toys or mouthable objects on chest and tummy for reaching. Place the baby on his back, lift up his legs gently, lifting his buttocks off the floor - toss his legs gently up and down. Allow time for him to repeat the movements, as he has begun to anticipate the game.

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
PRONE			
The baby lifts legs high in extension and may rock back and forth.	20 weeks 5 months	Place the baby on his abdomen. Fasten a mobile with dangling parts over his head but slightly in front of him.	Dangle a rattle or other interesting object in front of the baby's face. Slowly lift it so that he has to raise his head to follow it.
Abdomen is off the mattress and weight is supported on extended arms.	20 weeks 5 months		Put baby across bolster, placing toys in front of him to encourage him to reach while keeping his chest and head up. Continue play in front of mirror: Hold the baby around the knees and gradually slide your other hand down from his chest until he supports himself and leans toward the mirror. Place the baby on his stomach. Lift baby by his hips until he supports weight on his hands. Try pushing gently forward so that he must keep his balance.
SITTING			
Sits alone momentarily with hands forward for support.	20 weeks 5 months	While you are sitting on chair or sofa baby can sit between your legs on the floor with interesting objects.	

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Sits supported in high chair or carriage.	20 - 24 weeks 5 - 6 months		
Pulls self to sitting using an adult's thumb for support.	20 - 24 weeks 5 - 6 months		When picking up the baby, extend your arms and wait for him to grasp your finger and pull to sitting. Sit the baby on the bolster. Kneel behind him and hold his thighs for support. Slowly roll the bolster toward yourself, letting the baby balance, leaning forward. Continue the game until he rolls back into your lap.
WALKING			
When held in a standing position, the baby can bear almost all of his weight.	20 - 24 weeks 5 - 6 months	Allow him to crawl about on the floor where he has access to objects on which to pull himself up. Check for safety hazard.	Hold him in a standing position. Offer hands as support. Kneel facing the baby while he sits on a bolster, your hands on his thighs. Slowly roll the bolster forward encouraging the baby to stand momentarily.
PRONE			
Can support weight on one hand.	30 weeks 6 months	Place the baby on his abdomen. Fasten an interesting toy with moving parts over his head but slightly in front of him.	To encourage reaching with one hand: (1) place the baby across the bolster pillow, rocking him gently toward the toys placed in front of him.

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Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
			(2) Hold the baby prone on a large beach ball. Roll the ball forward till he can reach toys placed on floor. (3) Lie down with the baby on top of you. Talk to him and make eye contact to encourage him to reach and explore your face.
SITTING			
Sits unsupported with rounded back.	30 weeks 6 months	Continue placing child between your legs for support.	Continue sitting game on the bolster pillow. The baby will be able to hold a sitting position longer.
		Place the baby on the floor, far enough away from furniture that he cannot bump himself if he falls. Provide toys that he likes to play with.	Lie on the floor with the baby straddling your waist. Hold the baby's hands. Using your knees to catch the baby, push the baby slowly back, then pull to sitting. Rock back and forth letting the baby anticipate the game. Place the baby in a sitting position on a firm surface; position his legs in "Indian" fashion; rock the baby gently from side to side letting his arms help to balance.

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
ROLLING			
Rolls from back to stomach.	24 - 32 weeks 6 - 7 months	Place baby on his back in a place where his movements are not obstructed.	Play rolling games on the big beach ball. Move a toy in an arc over the baby's head to encourage him to roll over. (Help him raise his arm if it gets in the way of rolling.)
PRONE			
Raises self to crawling position on hands and knees - may rock back and forth.	28 - 32 weeks 7 - 8 months	Place the baby in a place where he can move about freely.	While baby is rocking on all fours, place your hand on his back or buttocks to add resistance.
Creeps on hands and knees.	28 - 32 weeks 7 - 8 months	Place the baby across a bolster pillow with toys in front of him.	Hold the baby on all fours across the bolster or your thigh. Roll the bolster slightly front and back, encouraging the baby to put his weight alternately on his knees and hands. After a short time, he will do this himself. Place the baby lengthwise on the bolster. Roll him slowly to each side, letting him find his balance each time.
SITTING			
Sits unsupported, and can lean forward to obtain objects out of reach. He can now attend to other things while sitting.	28 weeks 7 months	Continue placing in sitting position where he cannot bump into furniture if he falls. Provide toys slightly out of reach and to his sides.	While the child sits on a large beach ball, stand opposite and hold him by the thighs. Tip the ball from right to left, front to back, from

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
			back to front. Move slowly so that the baby can find his balance in the sitting position.
STANDING			
Pulls to standing with support of adult's thumbs. Makes stepping movements with under-arm support.	28 - 32 weeks 7 - 8 months		Lean child on large bolster or chair and push the child gently by the hips so he achieves the erect position. When child first stands up, give him the pleasure of this new sensation. Hold him either by the chest or hips, Leaning him slightly forward.
CRAWLING			
Crawls on abdomen, hands and knees, or hands and feet - using his arms and legs alternately.	20 - 44 weeks 5 - 11 months	Place the baby where he can move freely without safety hazards. Vary the surfaces the baby is placed on: floor, rug, soft mat, grass etc.	Introduce toys that do a variety of things; i.e. push-pull toys and toys on a string. Place baby on soft surface - i.e. air mattress, bean bag chair -- to encourage balancing while crawling. Watch him to prevent falls.

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby can move from sitting to a crawl position.	20 - 44 weeks 5 - 11 months	Provide toys at different distances and heights.	While baby is sitting, place toy slightly out of reach. Encourage him to crawl to the toy. Play a hide and seek game. Place a sheet or blanket over the baby. Call and encourage him to crawl from under the blanket. (Crawling against resistance.)
Kneels with support at back and chest.	20 - 44 weeks 5 - 11 months		Play "So Big" game - holding the baby under the arms while kneeling, lift gently into a kneel standing position.
SITTING			
Raises self to sitting position and drops from sitting to prone.	24 - 44 weeks 6 - 11 months	Place the baby in a variety of positions on the floor.	Place the baby on a soft surface - i.e. air mattress, bean bag chair -- to encourage balancing during position changes. Watch him to prevent falls.
Sits down intentionally from standing position.	28 - 56 weeks 7 - 14 months		

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Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
STANDING			
The baby makes stepping movements when hands held for support.	24 -48 weeks 6 - 12 months		Hold the baby's hands at his waist level while encouraging him to move forward.
Sidesteps around playpen or crib while holding onto rails.	40 weeks 10 months	Place toys on crib at eye level.	While baby is standing at rail, call or place toy a short distance away to encourage sidestepping along the rail.
Pulls to stand on furniture.	24 - 48 weeks 6 - 12 months	Check crib safety. Be sure that furniture is stable and that the baby can't pull things down on himself.	Place a toy on a couch or low table - encourage baby to pull to stand to retrieve the toy.
CRAWLING			
Crawls with greater coordination, balance, strength, soles of feet intermittently on floor. Can negotiate obstacles.	40 - 48 weeks 10 - 12 months	Allow greater space for practice. Place large sofa pillows around the floor for baby to crawl over and around, low tables to crawl under.	Put a toy under a table or chairs. Encourage the baby to crawl between or under chairs to reach the toy. Staying close to the baby, have him crawl up and down a ramp (board, ironing board, your own legs). Start out with only a slight incline and increase as the baby masters the game. Place a ladder flat on the floor and encourage the baby to crawl from one end to the other. Once he masters the game, raise the ladder several inches.

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
SITTING			
Twists around to pick up objects.	40 - 48 weeks 10 - 12 months		Sit the baby on low stool with feet on the ground giving support at the thighs; dangle a toy behind the baby, encouraging him to keep his balance while twisting to reach the toy.
Leans to side in sitting.	40 - 48 weeks 10 - 12 months		Continue games on the large ball or bolster - rocking baby side to side in sitting to encourage balancing. The baby requires little support now.
STANDING/WALKING			
Stands alone without support and may lift one foot.	40 - 48 weeks 10 - 12 months		When the baby is standing firmly, hold out a mirror or favorite toy. Encourage him to let go of support.
Baby can cruise or walk holding onto furniture or other supports. He can go around corners and move from one piece of furniture to another.	40 - 48 weeks 10 - 12 months	Give the baby lots of opportunity to move without constraints of crib or playpen. Be sure items that could be pulled over are removed from table tops. Place chair or "educube" on non-slippery surface. Allow baby to stand on and push the chair using it as support while walking.	When baby is standing holding onto a table or other secure support, place a toy or favorite object a short distance away on the table. Encourage him to "cruise" around the table to get the toy, learning to use new mobility in a problem solving way.

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
		Unless it is cold, allow baby to go without socks or shoes while indoors to give him better traction and control of his feet.	Encourage baby to "cruise" between two supports placed at right angles or a short distance from each other.
Stoops and recovers object without touching the floor.	10 - 14 months		When the baby is standing, drop a toy or other interesting object to the floor. Encourage him to bend over to pick up his toys and put them away. Can you make it a game? Ask him to hand you things one at a time. eg. Clothes pins from a bucket.
CRAWLING			
Crawls upstairs. Walks like a bear.	48 - 56 weeks 12 - 14 months	If you are unable to be available be sure dangerous stairways are inaccessible.	Be available for practice on stairs or low sturdy boxes.
Can get from crawling or sitting position to kneeling position.	36 - 70 weeks 9 - 15 months	Place pictures at different levels on the wall to encourage the baby to pull to stand or to kneel.	Continue playing "So Big" game. Hold a toy in the air above the baby, or a large stuffed animal in front of him to encourage him to get up on his knees. Put toys in a cardboard box, at the baby's waist level. Let him put them in and out while kneeling.

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
WALKING			
The baby can walk without support.	48 - 56 weeks 12 - 14 months	Give the baby lots of time and room to practice. Be sure that things which could be pulled over are out of reach.	After the baby has started to walk, give him a well-balanced toy on wheels, one that has a convenient place to hold onto. Encourage him to push. eg. Playskool Giraffe Popcorn Popper
		Place pillows or low boxes around room to encourage baby to practice stopping and turning corners without falling.	
Stands without help.	36 - 72 weeks 9 - 16 months	Give the baby time to stand independently.	
SITTING			
Seats self in child-sized chair.	56 - 64 weeks 14 - 16 months	Provide with small chair, "Educube," or sturdy box. Observe how in other ways he has become aware of the space behind him.	

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
WALKING			
The skill of walking has improved to the point that it can be modified and combined with other skills:	56 - 64 weeks 14 - 16 months		
1. Walks pulling or carrying toy.		Provide the baby with things to carry that can be emptied and filled - paperbag, a purse, a box to push.	
2. Can walk sideways and backwards a few steps.		Provide pull toys that can be watched as he walks backward.	Vary the walking surface. Try walking on an air mattress, sand, the bed. Stay close in case of falls.
3. Dances in response to music.		Provide simple music with a variety of rhythms.	
4. Squats, bearing weight on feet, balanced.			
5. The baby can walk up steps with support from a wall or a helping hand.		Be sure stairs have a railing or firm support to lean against. If you are unavailable, be sure dangerous stairways are inaccessible.	Give him time to practice. While holding the baby's hand, encourage him to step in and out of a box with low sides.
6. The baby can climb to reach something he wants.		Provide sturdy objects to climb on. eg. "Educubes" heavy-duty boxes Inspect for safety hazards in the areas now accessible to the baby.	

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Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
SITTING			
Climbs and seats self in adult-sized chair.	64 - 72 weeks 16 - 18 months	Be sure chairs are stable and do not tip over easily.	
WALKING			
Walks down stairs with help of wall or helping hand.	64 - 72 weeks 16 - 18 months		Gives him time to practice on a safe stairway. Stay just below him on the stairs in case of a fall.
Stands on one foot with help.	52 - 100 weeks 12 - 21 months	Observe how he practices this skill by carefully stepping into low cartons or up stairs watching his own movements. The baby can begin getting on and off of low riding toys without help from an adult.	Provide a variety of boxes of different heights and help him to step in and out of them. Then let him figure out how to climb out on his own. Stay close in case of falls.
Tries to jump with both feet.	68 - 125 weeks 17 - 30 months		Begin to play jumping games. You jump. Encourage him to jump. Make a word game out of it or try it to music.

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Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
IMPROVING BALANCE:			
Can stand on one foot alone momentarily.	72 - 96 weeks 18 - 24 months	Observe how the child practices balancing on his own - expand on his own activities.	Continue play with boxes - let him try stepping into a low box without help. Make a low "brige" with a broom stick between two chairs. Encourage him to step over it.
Tries to walk on a line.			Combine these games into an obstacle course for follow-the-leader - going over the bridge, step in a box, then crawl under the bridge, walk on a line, etc.
Jumps in place and from the bottom step.			Other balancing games: Carrying a glass of water without spilling it. Carrying a small tray with a light toy on it. Sitting on a long bolster Pillow with another child and rocking from side to side. Riding in the rocking boat. Climbing a ladder or small jungle gym (20 months). Jumping on an air mattress. Standing on daddy's lap.

POSTURAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
(IMPROVING BALANCING)			Other Balancing Games: (Con't) Kicking a ball (20 months) Running - stopping, turning a corner (24 months) Pedalling a trike (23 months) Walking up a ramp or low slide

BROOKLINE EARLY EDUCATION PROJECT

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Curriculum Sequences

Growth & Coordination of Visual Field

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Baby looks at large, distinct, still object.	4 - 6 weeks 1 - 2 months	Provide simple figures in contrasting colors on side of baby's crib -Bullseye -Large face	Hold face where baby can see it. Engage baby in eye to eye contact. -Hand puppet
Baby follows slowly moving objects to the midline (90%).	4 - 6 weeks 1 - 2 months	Place a light that moves easily about 10" from the baby's face	Place baby on his back. Hold a brightly colored toy about 6" in front of his face. Shake toy to attract baby's attention. Move it sidewise in an arc over the middle of the child.
Baby watches mother as she speaks, fixating on her face.	5 - 8 weeks 1 - 2 months	Provide a mirror for baby to watch - e.g. Playtentials - fasten mirror on wall next to crib at eye level with baby.	Talk quietly to the baby as you care for him. Move face frequently to within about 10" of baby. Move slowly. Stop frequently to give baby a chance to fixate.
Baby actively looks at surroundings.	5 - 8 weeks 1 - 2 months	Allow baby to look around at entire room. Remove objects that may obstruct his view, e.g. bumpers on crib.	Move baby around the room. Place him in different positions and in different places.

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Baby smiles at mother when she speaks to him.	6 - 10 weeks 1½ - 2½ months	Place a mobile or picture of a smiling face where the baby can see it. -Playtentials -Friendly Faces	Smile at the baby.
Baby can follow a dangling toy as it moves from the side across the midline.	6 - 10 weeks 1½ - 2½ months	Provide a lightweight mobile that moves easily -Plastic birds or -Butterflies	Dangle a brightly colored object to side of baby about 10" from baby's face. Catch his attention. Move object slowly to mid- and beyond. Repeat as long as baby is interested.
Baby watches movement of his own hands.	8 - 12 weeks	Place baby comfortably on his back or in baby seat. Provide colored mitts for baby's hands. -Playtentials Find-me-mitts, soft colored ribbon or hand puppet	Take baby's hands gently to baby's visual field. When hands drop, return them to visual field. Stop when baby becomes tired.
Baby's glance lingers at the point where a slowly moving object disappeared.	8 - 12 weeks 2 - 3 months		Catch the attention with an interesting object. Move the object across the baby's visual field until it disappears from view.
Baby can adjust his body position to see objects. turns from back to side turns body to the side.	22 - 26 weeks 5 - 6 months		Attract baby's attention to an interesting object. Move object to an unexpected but accessible position. Encourage baby to find it. -Bell rollers -Small ball -Spool

Education Program
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Visually Directed Reaching

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby will move his arms and legs actively as he becomes excited by a near object.	8 - 12 weeks 2 - 3 months	Provide an interesting mobile a short distance (10-12") from infant's head. Place infant on his back so he can watch it. Playtentials, Series I Faces Mirror Plastic bird mobile Wind chimes Crib kaleidoscope Reflecto mobile Shiny Christmas ornaments Cutout shapes of cellophane	Put finger into baby's hand and pull up with it. Place small object in baby's hand. "safety pin"rattle Clown rattle Measuring spoons Present small, colorful object at the midline. Move it up, down and sidewise in front of baby. Gradually increase the distance from the baby. Vary the position of the baby. Have him supine or slightly propped in seat. Vary position of the object offered from slightly below his waist to eye level.
The baby watches the movements of his own hands.	12 - 16 weeks 3 - 4 months	Place baby comfortably on his back or in semi-reclining position in baby seat. Provide colored mitts, e.g. Playtential "Find me mitt," soft colored ribbons. Move mobile farther away so it does not distract from the hands.	

Visually Directed Reaching

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
He can bring object to his mouth.	12 - 16 weeks	Provide toys that are easily grasped and that can be gummed Rattle Bell roller	Place objects in the infant's hands that are of appropriate shape for mouthing Carrots Dumb-bell rattle Bell rollers Teether When he drops it, place it again in his hand. Watch to see how long he wants to continue to play.
The baby looks at an object if it is placed in his hands.	12 - 16 weeks 3 - 4 months		Put small objects in the baby's hand. Use toys with interesting irregularities such as holes or protrusions. Plastic spoons Elephant or handi-pal from Playtentials Dumb bell rattle Bell roller Small plastic dougnuts Bangle

Visually Directed Reaching

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby swings and grasps at objects if they are left near his hand.	12 - 16 weeks 3 - 4 months	Lower a graspable mobile to within 7-8" of baby -Cradle gym -Playtentials Series I -Grabbie toy -Crib toy -Colored spools -Strings of large colored beads. -Play Gym	Hold object near the infant's hand and within his range of visual focus Rattles with small diameter handle Finger Let him swipe at it.
The baby clasps his hands directly in front of the center of his body and may bring them to his mouth.	12 - 16 weeks 3 - 4 months	Place him on his back in a place free of other visual distractions.	
		Place him at various angles on his back. -Use infant seat -Prop him up with pillows	
The baby plays with an object when it is placed in his hand.	16 - 20 weeks 4 - 5 months		Place a rattle in baby's hand. Use one that has visibly moving parts that invite manipulation and different hand positions. -Hardwood rattle set from The Learning Child, -Block rattle with bell inside from Creative Playthings.

Visually Directed Reaching

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby cannot pick up a toy when he drops it.	16 - 20 weeks 4 - 5 months		Provide rattle that make interesting sounds. Wooden fish, Childcraft plastic keys and disks on chain. Pick up toys that he drops. Replace them in his hand.
The baby cannot let go of toy at will.	16 - 20 weeks 4 - 5 months		Place objects in baby's hand. Change them frequently.
The baby reaches and picks up or takes a toy with both hands.	16 - 20 weeks 4 - 5 months	Provide a variety of interesting toys within easy reach of baby in crib or on mat. -Bell Rollers -Plastic doughnuts -Graspable colorful plastic containers	Hold child in sitting position. Place attractive toy within easy reach on a table. Ask child to take toy. Be sure you have his attention.

Visually Directed Reaching

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Baby reaches out and picks up toy or takes toy with one hand only.	20 - 24 weeks 4½ - 5½ months	Provide graspable mobiles that are secured firmly enough so that the baby cannot pull them down on himself. -Playtentials Series II -Cradle Gym Provide stationary toys with graspable contours, within reach of baby. -plastic horse -spoon -stabile	Present toy within easy reach of baby, slightly past the midline on the preferred side.
Baby grasps feet and plays with them.	20 - 24 weeks 4½ - 5½ months	Allow baby to play in supine position. Leave his feet and toes uncovered sometimes. At other times provide colorful booties with dangling pom-poms or other eye catchers.	

Visually Directed Reaching

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby can transfer a toy easily from hand to hand.	24 - 28 weeks 5½ - 6½ months	Give baby a single object for grasping and playing. A doughnut-shaped rattle Baby biscuit.	Offer the baby first one toy and then another. Offer the second toy to the hand that is already holding a toy.
The baby can hold two toys at once.	24 - 26 weeks 5½-6½ months	Place baby on flat surface with several small objects to play with.	Offer the baby first one toy and then another, the second toy to his free hand.
The baby can retain one toy when a second is offered at the midline.	26 - 30 weeks 6 - 7 months		Offer the baby first one toy and another. Present the second toy at the midline.
The baby can reach across the midline to get a second toy.	28 weeks 7 months	Offer the baby first one toy and then another. Offer the second toy to the hand that is already holding a toy. Notice how he uses his hands differently.	

Visually Directed Reaching

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby begins to pick things up between his thumb and fingers.	26 - 30 weeks 7 - 8 months	Give the baby toys that can easily grasped between thumb and fingers. Playskool wooden beads Rubber teether Soft blocks Tumble-tube Sears	Place small objects within baby's reach. Raisin Piece of ice Piece of cooked spaghetti Piece of string. Draw baby's attention to them and show him how to pick them up and release. When baby is in the bath, provide a small sponge. Show him how to squeeze it.
The baby begins to drop objects deliberately.	42 - 46 weeks 10 - 11 months	Provide a variety of small, easily grasped objects, a few at a time. Provide a container for the baby to drop them into.	As the baby drops or throws the toys, pick them up and hand them back to him. Make a game of it.

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SOCIAL DEVELOPMENT

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Non-Specific Recognition			
Baby attentively regards adult's face.	2 - 6 weeks ½ - 1½ months		Look baby in the eye as you care for him and play with him. Talk and sing to him as you look, using a slightly high-pitched voice. Words are not necessary; some babies seem to prefer open vowel sounds.
Baby participates in eye-to-eye contact.	4 - 8 weeks 1 - 2 months		
Baby smiles and/or vocalizes in response to a smiling nodding face.	8 - 10 weeks 1½ - 2½ months	Place mobile with large pictures of faces over the baby's crib - Playtentials - Friendly Faces	Encourage the baby to smile by leaning over his crib and smiling. Try to catch his attention by moving your head or with a variety of facial gestures.
Baby smiles and/or vocalizes in response to smiles and vocalization from others.	8 - 10 weeks 1½ - 2½ months		Talk to the baby as you look at him and care for him.

SOCIAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Response To Familiar Caretakers And Strangers			
The baby responds preferentially to his mother or other regular caretaker by -watching her. -Smiling at her. -Quieting to her presence (Please specify additional responses)	12 - 14 weeks 3 - 4 months	NOT APPLICABLE	Continue to talk with the baby and to smile at him. Touch him as you play.
Baby sobers and stares at the sight of a stranger (Please specify additional responses)	12 - 24 weeks 3 - 6 months		
The baby still appears to be aware of strangers but tolerates them in the mother's presence.	12 - 34 weeks 3 - 8 months		
The baby cries if a stranger approaches too close or too quickly.	12 - 34 weeks 3 - 8 months		Ask strangers to avoid sudden advances toward the baby. (Even grandmothers may have to move in slowly!)

SOCIAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby cries if he is handled by a stranger.	12 - 32 weeks 3 - 8 months	NOT APPLICABLE	Make the transition to new caretakers as gradual as possible. Give the baby enough time and opportunity to adjust to the new person before leaving him.

SOCIAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Response to Separation			
The baby cries when his mother leaves.	16 weeks → 4 months →	NOT APPLICABLE	NOT APPLICABLE
The baby no longer cries when his mother leaves but play activity is inhibited in her absence.	24 weeks → 5 months →		
The baby greets his mother after separation by -Vocalizing and touching. -Brightening in expression. -Requesting pick-up. -Crying. -Turning away. (Please specify additional responses)	16 weeks → 4 months →		

SOCIAL DEVELOPMENT

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THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Gaining and Maintaining Attention			
The baby gains attention by pointing or gesturing.	15 months	NOT APPLICABLE	Respond to baby's gestures by acknowledging them and talking to him. "You see the dog. Isn't he a nice fellow?" "Yes, that's your coat. I'll get it for you."
The baby gains attention by calling to his mother or to another adult.	15 months		Respond to his calls whenever you can. You don't have to do what he wants each time, but let him know you heard him.
The baby gains attention by leading mother by the hand or bringing the object to her.	16 months		Go with him. Try to understand what he wants you to see. Comment on it and let him know you're interested.
The baby gains attention by vocalizing with others.	18 months		Respond to his words. Sometimes they are hard to understand but look at what he is trying to do or show you. Repeat his words. Praise his attempts.

SOCIAL DEVELOPMENT

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THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Expressing Affection or Hostility			
The baby expresses hostility or anger.	12 months	NOT APPLICABLE	Be prepared to have this happen. Don't let it hurt your feelings or make you angry in return. Validate his anger if you feel confortable doing so. Don't yield your position if you feel it is the right one. A little anger and a few tears won't hurt.
The baby expresses affection by -Gestures -Smiles -Vocalizing (Please specify other)	14 months		Show your affection Smile at him Talk to him Kneel down to his level for a hug

SOCIAL DEVELOPMENT

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Using Adults as Resources			
The baby uses adults to procure things he wants.	12 months	NOT APPLICABLE	Be alert to his requests. They may not always be direct. Try to understand what he wants and get it if you feel he should have it.
The baby uses adults to help complete a project.	14 months		Be ready to help when he needs it but don't take over. Sometimes just a little help is all that is needed. Be alert to potential frustration. Step in with help before a task becomes too overwhelming.
The baby uses adults as a source of information.	14 months		Talk to him. Answer his questions. Comment on what he sees and what he is doing. Classify things. Put things in order.

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AUDITION AND LANGUAGE

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
AUDITION			
The Baby responds when he hears a sound. He may:		Provide toys that make gentle noises.	Make quiet noises to the baby.
-Startle.	0 - 4 weeks 0 - 1 month	-Wind Chimes -Musical Mobiles -Stuffed animals with music boxes	-Shake a rattle -Ring a small bell -Jiggle a keychain -Ring a triangle
-Quiet or arrest activity.	0 - 4 weeks 0 - 1 month		
-Search with his eyes for the sounds.	12 - 16 weeks 3 - 4 months		Hold the noise maker to one side of the baby's head. Make a gentle noise. Alternate sides.
-Turn his head toward the sound. His eyes will look in the same direction.	14 - 18 weeks 3 - 4 months		Use a variety of different noises.

AUDITION AND LANGUAGE

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
DITION			
by responds when he hears a ice. He may: -Quiet or arrest activity.	0 - 4 weeks 0 - 1 month		Talk to the baby as you move around the room.
-Smile.	4 - 8 weeks 1 - 2 months		
-Look at the speakers face.	8 - 12 weeks 2 - 3 months		
-Increase mouth movements and/ or smiles when he hears his own sounds made by others.	4 - 12 Weeks 1 - 3 months		Talk to the baby as you hold him or lean over him. Use simple open vowels sounds. -Ahhh -Ba Ba
60			
-Vocalize in response to the sounds of others	8 - 14 weeks 2 - 3 months		Listen to the sounds he makes . Repeat them to him.

AUDITION AND LANGUAGE

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
EARLY VOCALIZATION			
The baby vocalizes different sounds when he hears his own sounds made by himself or others.	10 - 16 weeks 12 - 16 weeks 3 - 4 months		Listen to the sounds he makes. Repeat them to him.
Baby vocalizes same sounds when he hears his own sound patterns. (babbling)	16 - 20 weeks 3 - 4 months		Talk to baby as you care for him. Try to engage him in eye-to-eye contact. Stroke or touch him as you talk. Your words aren't important; some babies seem to prefer open vowel sounds. It is the sound of your voice that counts.
Baby vocalizes when he hears his own sound pattern. Changes his sound when the model changes.	16 - 20 weeks 3 - 4 months		When baby "talks", talk back to him. Sometimes respond in your language; sometimes repeat his own sound.
Recognizes and responds to his own name.	16 - 20 weeks 3 - 4 months		Use baby's name frequently when you come for him or play with him.

AUDITION AND LANGUAGE

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
EARLY VOCALIZATION			
Vocalizes with two or more different syllables.	8 - 20 weeks 2 - 4 months		Repeat the baby's syllables. Vocalize using two syllables -Da da da -ma ma ma
Vocalizes attitudes -Pleasure -Anger -Displeasure -Eagerness	18 - 20 weeks 4 = 5 months		Respond to the baby's vocalizations.
Baby jabbers expressively. He may accompany vocalizations with gestures and pointing.	12 - 18 months		Talk with the baby. Respond when he talks. How long does the "conversation" last?

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Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
RECEPTIVE LANGUAGE			
Baby recognizes the sound of his own name.	16 - 20weeks 4 - 5 months		Call the baby by name.
Appears to recognize words like "Daddy" "Bye-bye" "Ma ma" "No"	24 - 30 weeks 6 - 7 months		Say the name of objects that the baby sees and touches.
Increases number of words understood.	24 ⟶ 6 months⟶		Continue to talk with the baby. Identify objects for him. Verbally label parts of his body -"Here are baby's toes" -"Where is baby's nose?"

AUDITION AND LANGUAGE

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
RECEPTIVE LANGUAGE			
The baby follows simple familiar instructions. "Come here." "Give me the_____." "Stand up." "Miss me." "Show me."	36 weeks 10 months		Talk with the baby. Sometimes use words that he must stretch for. Ask him to do things. Keep your instructions simple. "Give me the ball."
Follows instructions requiring familiar sequences of behavior.	16 months		Increase the complexity of your instructions. Add an extra step. "Put the ball in the basket."
Recognizes classes of familiar objects.	18 months		Add an extra item. "Give me the ball and the car."

AUDITION AND LANGUAGE

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
SPEECH			
The baby uses sounds consistenty toward an object or action. "Ba" for bottle. "Ma ma" for mother	9 - 10 months		Listen carefully to what he is saying. Try to understand his meaning and respond appropriately. When you guess correctly he will let you know. Continue to name many objects in his environment.
The baby uses single words surely. He may use them for different purposes. "Ma ma" may mean -A person -I want something -I'm hurt He may use it to -Ask a question. -State something. -Make a demand.	12 - 18 months		Be sensitive to the different meanings involved.

AUDITION AND LANGUAGE

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby will have a vocabulary of from 20 to 200 words.	18 - 21 months		Talk with the baby. Give names to the things he sees and to his experiences. -Here's Johnny's shirt. -Eat the cookie. Give him a chance to show you what he knows. Where is Johnny's eye?
The baby produces 3 and 4 word sentences. He will add words in predictable ways. -He will add predicates "Me see shoe" -He will add negatives "I not go." -He will ask questions "Where baby go?"			Listen! Listen! Listen! Your attention to what he says is important to him. Talk with him too. He understands more than he can say. Talk about -Things he sees and feels. -Pictures in books. -Poems with strong rhymes. -Things that he wants. -Things that are happening. -People he knows.

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
he baby has a vocabulary of from 00-400 words.	24 - 27 months		Label and identify things for the baby. -Parts of his body. -Pieces of clothing. -Kinds of food. -Items in a picture or puzzle.
he baby produces 2 word utterances le will say a lot with a few ords. "Mommy sit" may mean -"Mommy is sitting" -"Sit down, Mommy!" -"Will you please sit down Mommy."	24 - 27 months		Keep your tone light. Can you make labeling a game? -Where is the apple? the pear? Listen carefully. Try to understand both his words and what he means by them.

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THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Object Permanence			
The baby follows a moving object with his eyes. Does not look for an object that has disappeared.	4 - 8 weeks 1 - 2 months	Provide mobiles so that they move but so that they become partially screened as they do so.	Move a bright or shiny object in front of baby for him to look at. As he watches, move it faster than he can follow. Stop it along the path to let him catch up. Repeat. Shake a noise-making toy on either side of baby's head.
The baby follows the path of fast-moving objects. He can follow up, down, or sidewise.	16 weeks 4 months		Move interesting objects in different directions; -Your face -Your hands -Other toys Be sure you catch the baby's attention. You may have to stop to regain it from time to time.

COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby laughs when head is hidden in towel.	20 weeks 4-5 months		Hide baby under towel - say "Where's _____(baby's name)?" Take towel away. Smile and say, "There's_____ (baby's name)."
The baby can obtain an object which movesafter he has begun to reach for it.	20 weeks 4-5 months		Place a null toy in front of the baby. Move slowly away. Encourage baby to reach for it. Repeat. Hold small object in front of infant. As he reaches, place it under a screen along the same path. Repeat with bigger screen. Repeat with different kinds of screen, e.g. mesh basket, plastic bowl.

COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Baby looks at, turns and manipulates objects. He may purposely turn the object in order to see the other side.		Make, save objects available. Give as much variety of form as possible. Creative Playthings Clutch ball plastic cup wooden spoons clothes pins nesting cups blocks Childcraft whisper blocks bell blocks action blocks Kohner's Busy Box Child-Learning Nesting Kit	Hand the baby familiar objects but from different positions. Try handing him a flashlight the long way. Then hand it to him bulb side first. What other toys does he have that look or feel different from different points of view?

COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby enjoys finding hidden objects	4-5 months		Let the baby watch you hide a toy. Encourage him to find it.
-He easily finds a toy if only part of it is hidden.	4-5 months		Let the baby watch you hide a favorite toy. Be sure to leave part of it showing. Encourage him to find the toy.
-He begins to search for an object that has disappeared, looking where he first saw it hidden.	4-6 months	Give the baby lots of small toys and containers to hide and find them in. Let him try - small trucks - small blocks - small animals in -coffee cans -muffin tins -refrigerator containers -milk cartons	Play with the baby using a small toy he likes. Drop the toy. Encourage him to look. Hide a toy as the baby watches. Let him find it. Put a toy in a bag or other easily opened container. Let the baby find it.

COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
-He can watch a toy be hidden in one place and then another, and begin looking for it where he last saw it.	7-8 months		Let the baby watch you hide a toy under or behind a simple "screen." (A small pillow, a diaper, or a magazine are all fine.) Move the toy to another "screen." Now ask the baby to find it. Do it again. Use different toys and different kinds of screens. Hide the toy successively at near and far distances.

COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby can find a hidden object that has been hidden within several containers.	30 9-13 months	Give the baby toys that nest inside one another.	Hide a toy twice. For example: -Put a small car or other favorite toy under a clean diaper. Put a pillow over it. Ask the baby to find the toy. Demonstrate the game first if necessary. -Put a cookie in one refrigerator box or other easily opened container. Put that box in a larger box. Ask the baby to find the cookie.
The baby can find a toy that has disappeared by looking where he knows it "should" be.	17 months	Give the baby toys that he can throw and watch. Soft balls Bean bags Ping pong balls	Throw a ball for the baby. Ask him to find it. Roll the ball along behind a chair. Let him watch you start it. Ask him to find it.

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
-He can find a hidden toy in a new hiding place even when he did not watch it disappear.	7-8 months	Give the baby a closed container with an object in it. Be sure he can get the container open and that the contents are not harmful. Try a plastic refrigerator jar with a cookie in it. Try a simple Jack-in-the-box.	Continue playing lots of hiding games. Encourage the baby to look for things. Talk to him. "Where's the teddy?" Search for the toy yourself. Invite him to join. "You do it."

COGNITION

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Differentiation of Means & Ends			
Baby repeats a schema which has accidentally produced a result.	8 - 20 **weeks** 2 - 5 **months**	Provide toys which easily respond to the baby's actions -Lightweight crib mobile -Activator (Creative Playthings) -Wally Kick-a-Tune(Learning Child) -Thumpy (Playtentials) -Roly-poly toys -Floating bath toys Change the type of toy as the baby changes his skill.	Place the baby on his tummy. Dangle an interesting object in front of him. Encourage him to lift his head to see it. Try many different kinds of objects -Toys that make noise -Shiny toys -Paper -Sponges Allow the baby to play with your fingers. Try holding one finger up. Let him grab it. Hold up another; and another. Do the same thing with finger puppets on your hand.
-He watches his own hands.	8 - 12 weeks 2 - 3 months		
-He attempts to take objects to his mouth.	8 - 12 weeks 2 - 3 months		
-He attempts to keep a toy in motion.	12 - 16 weeks 3 - 4 months		
-He attempts to repeat a sound.	12 - 16 weeks 3 - 4 months		

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Baby purposely uses a familiar schemas to achieve desired results. He uses the schemas in situations appropriate to them. He may pause and appear to compare what is happening with what he expected. -He is able to grasp a toy when he sees it. -He shakes an object. -He bangs an object. -He mouths an object. -He kicks at objects.	16 - 22 weeks 4 - 5 months	Provide a variety of interesting toys within easy reach of baby in crib or on mat. -Bell rollers -Plastic doughnuts -Colorful plastic containers -Thumpy (Playtentials) Provide graspable mobile that is secured firmly enough so that the baby cannot pull it down on himself. -Playtentials Series II -Cradle gym	Hold baby in sitting position. Place an attractive toy within easy reach on a table. Ask the baby to take the toy. Be sure you have his attention. Hold out a toy to the baby. Encourage him to reach for it.
Baby drops one or both objects he is holding in order to reach for a third.	28 - 36 weeks 7 - 8 months	Provide many interesting graspable objects and toys. Don't forget kitchen items like measuring spoons. -Clutch Balls -Plastic doughnuts -Pots and pans -Wooden spoons	Hand the baby one easily graspable object. Hand him another; and another. What does he do with the objects he already has? How does that change?

COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Baby plays with a toy in a way that suggests he expects it to do something. -Purposefully rings a bell or shakes a rattle or pulls on things.	26 - 36 weeks 6 - 8 months	Provide toys and objects which allow the baby to see what his actions do. -Busy Box (Kohner) -Creeper Roller (Edcom) -Bell Chime (Playskool) -Activator (Creative Playthings)	Play with the baby with toys that allow him to see what his actions do. -Jack-in-the-box -Shake-N-Roll Rattle (Fisher-Price)
Baby begins to intentionally use one object as a means to obtain or affect another.	8 - 10 months	Provide baby with toys that clearly respond to his simple actions. -Baby Chimes (Playskool) -Shake-N-Roll Rattle (Fisher-Price) -Xylophone and stick	Attract the baby's attention to a toy that he likes. When he shows you that he wants it, place it slightly out of his reach on a towel or other object he can pull. Encourage him to pull it to him in order to get his toy. Place a pull toy slightly beyond the baby's reach. Place the string where he can easily grasp it. Show him how to pull. Build a block tower; push it down with your hand. Rebuild it; push it down with another block or toy. Rebuild it; let the baby push it over.

COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby begins to discover new means through active experimentation.			
He begins to intentionally use one object as a means to obtain or affect another.	8-10 months		Place one of the baby's favorite toys on a soft piece of cloth that he can easily pull toward him. Let him try.
He lowers his head when passing under a low obstacle.	8-10 months	Give the baby a chance to play and explore his world. Let him crawl under, over and around the objects in his home.	Be sure that objects that may fall on him or otherwise hurt him are removed his reach.
He enjoys opening cupboard doors.	10-14 months	Put some of his own toys or some unbreakable kitchen implements in low, easy-to-reach cupboards. Perhaps he can have his own cabinet area. Let him play there as you work nearby.	Put a favorite toy or small treat in the cupboard. Close the door. Encourage the baby to open the door to find the toy.
He begins to take things out of cabinets and drawers.	12-18 months	Make available lots of containers and things to put into them. - Drawer of his own. - Wicker basket - Large coffee can - Cardboard box about 10 inches deep. Vary the things he can put into it. - Beads too large to put into his mouth - Blocks - Plastic cookie cutters with dull edges - Spools - Small cars and trucks - Small plastic animals	

COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
He extracts a small object from a container by shaking or manipulating the container.	12-18 months	Give the baby a plastic milk bottle or similar container. Place in the bottle a small toy or other treat. Watch the baby try to get it out.	Put a variety of toys into a variety of plastic containers. Watch the different ways he tries to get the objects out.
He varies his activity with a toy to achieve different effects.	12-18 months	Give the baby a variety of toys and materials that "do things" in response to his actions Cornpopper push toy Rattles or noisemakers Xylophone Wooden hammer and workbench	Play ball with him. Roll the ball. Ask him to go get it. Encourage him to roll it back. Bounce it gently to him.
He puts objects into narrow-necked containers, holding the container steady.	18-24 months		Give the baby a plastic milk bottle and a necklace of beads. Show him how to put it into the bottle. Encourage him to do it.
He matches the shape of object to the shape of an opening in order to drop a toy into a container.	18-24 months	Make available for him a variety of toys with pieces that fit into openings. - Simple puzzles - Post Box - Playskool - Tupperware Sort box - Boot - Playskool	Play games with the necklace putting it into your hand. Play puzzles with him. At first use simple puzzles and remove only one or two pieces at a time. Place the pieces almost into position if necessary. Let him try. Encourage him. Praise him as he works.

COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby begins to use a variety of new schemas to make things happen.	10 - 12 months	Provide the baby with toys that clearly respond to his actions. - Surprise Box (Kohner) - Xylophone - Busy Box (Kohner) - Activity Box (Fisher-Price) - Busy Bath (Kohner)	Pour water through a sieve or funnel. Let the baby play with these in his bath or sand box Add a variety of plastic bottles and containers.
The baby uses objects as extensions of his own body. He may -Use a stick or other object to retrieve an object out of reach. -Push an object with a stick or pound on it with a "hammer."	15 - 18 months	Provide a variety of toys in a variety of shapes. - Wooden hammers - Blunt end pegs - Cobbler's bench	
-Climb up on chairs, stools and other objects to reach for things. -Move a chair, stool, or other support object to climb on it to reach the object he wants.		Make available objects that are stable enough to climb on and that will bear the baby's weight. - Educubes - Solid boxes - Small stools - Low chairs	Are all the areas he can now reach free of potentially dangerous material?

COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Baby recognizes common elements of objects and can group them according to relevant features.			
-Places stick in hole of a large bead or block.	14 - 18 months		
-Stacks rings on a pole. Does not try to put other objects on.	14 - 18 months		
-Places peg people into appropriate holes.	14 - 18 months		

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COGNITION

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
Gestural Imitation The baby imitates gestures he has done on his own.	16 weeks 4 months	Engage baby in imitative play. Respond with approval when baby imitates the gesture.	Place baby in front of a mirror so he can see himself doing gestures.
Observe baby's gestures. Some of the more common ones that emerge are:			
-Banging or hitting something	16 weeks 4 months	Use objects that respond to baby's actions.	
-Shaking a toy	21 weeks 5 months	-Shaking a rattle	
-Waving hand and/or arm	38-44 weeks 9-10 months	-Dropping a ball	
-Dropping or throwing	38-44 weeks 9-10 months	-Clapping two blocks together	
-Clapping hands or objects together	38-44 weeks 9-10 months		
-Pointing with index finger			

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COGNITION

Curriculum Sequence

THE BABY'S EMERGENT SKILL	AGE OF EMERGENCE	EXPERIENCES FOR BABY ALONE	EXPERIENCES FOR BABY WITH OTHERS
The baby imitates unfamilar gestures he can see himself perform.	46 weeks 11 months	When baby is doing a gesture present another which is slightly different. -Bang with an object held in each hand -Tap with your index finger -Clap fists together	
The baby imitates gestures he can not see himself do, for example facial gestures.	14-20 months		While baby is watching present a facial gesture. If he imitates it, present another. Continue to play with him in this way as long as he is interested. Examples of facial gestures: -Tapping top of head -Rubbing cheek -Opening and closing mouth -Blinking eyes -Sticking tongue out

Section: 5

QUESTIONS TO STRUCTURE HOME VISITS

I. 0-3 MONTH PERIOD

A. Standard questions for all parents

1. The baby's growth and development

a. What is he doing now?
b. What new things have you noticed him doing?
c. Have you noticed him, for example, looking at objects? (Mention relevant skill as described in BEEP Curriculum Sequences. Explore all modalities suggested.)

2. The baby's interests

a. What does he enjoy doing?
b. What does he enjoy playing with?
   1. How does he play with it?
   2. What does he do with it?
c. Where does he stay when you are busy?
d. Where does he enjoy being?
e. Are there any things he does not like to do?
f. Are there any objects he does not like to play with?

3. The baby's environment

a. Are there things in his crib for him to enjoy?
   1. Are they placed so he can see them?
   2. Do they move easily or make a gentle noise?

4. Parents' questions, interests, and concerns

a. Do you have any questions about the baby or about what he is doing that you want to talk about?
b. Do you have any questions about what he will be doing soon?
c. Do you have any concerns (or worries or complaints) that you want to talk about?
d. Are there any interesting things that you have observed (or seen him doing) that you want to talk about?

B. Areas of special interest to individual parents

1. Siblings' feelings about the baby

a. How does _____ (older sibling) feel about the baby?
b. How does he show you?
c. How are you helping him accept all the changes in his life?

0-3 MONTHS CONT. (page 2)

2. Siblings' behavior toward the baby.

   a. Sometimes children show us how they feel in ways that seem indirect. Has your older child's behavior changed in any way since the baby's birth?
   b. Some children begin
      1) taking things
      2) demanding more of their parents' time
      3) displaying regressive behavior such as wanting a bottle, soiling their pants or crying more
      4) hurting the baby, perhaps accidentally
      5) ignoring the baby or pretending he is not there

3. Sleeping patterns and schedule

   a. How is _____ sleeping?
   b. When does he usually sleep?
   c. Does he fall asleep easily?
   d. Does he wake up easily?
   e. Have you had to make any changes to help him sleep?

4. Feeding

   a. Is he eating well?
   b. How often does he want to be fed?
   c. Is this convenient (workable) for you?
   d. Are there any questions you have about what or how your baby is eating?

5. Amount of time spent with the baby

   a. How much time do you spend with your baby?
   b. Does this seem just about right (too much or too little) to you?
   c. Who determines the amount of time you will spend together?
   d. Do you have time for your other children? Your husband? You other responsibilities? Your pleasures?
   e. Do you need help managing your time?

6. Mother's fatigue

   a. Are you getting enough sleep?
   b. Can you get help caring for your home or your child so you can rest?
      1. When would it be most useful?
      2. Whom might you ask?
   c. Are there some jobs you can let slip for the time being?

QUESTIONS TO STRUCTURE HOME VISITS

II. 3-6 MONTH PERIOD

A. Standard questions for all parents

1. The baby's growth and development

a. What is he doing now?
b. What new things have you noticed?
c. Have you noticed him, for example, playing with his hands? (Mention relevant skill as described in BEEP Curriculum Sequences; explore all modalities suggested).

2. The baby's interests

a. What does he enjoy doing?
b. What does he enjoy playing with?
   1. How does he play with it?
   2. What does he do with it?
c. Does he play more?
d. Has he become more interested in what he is doing than in what you are doing?
e. Have you noticed that he is not as easily distracted from what he is doing as he used to be?
f. Have you seen him practice (or repeat) a new skill?

3. The baby's environment

a. Where does he enjoy being?
b. Where does he like to be while you are working?
c. Are there interesting objects available for him to explore visually, manually?

4. Safety

a. Is he more active now than he used to be?
b. Is his baby seat stable and firmly placed?
c. Do you ever strap him in?
d. Have you checked his toys for safety lately?
   1. Are there any pieces that might come off?
   2. Are there any sharp points?
   3. Is the paint non-toxic?

5. Awareness of strange situations (strange person)

a. Does he seem to be aware of strange people? of strange places?
b. How do you know? What does he do to make you think so?
c. Does this worry you?
d. Does this present a problem to you? How?
e. Is it more difficult (easier) to leave him than it was the last time we talked?
f. How often do you leave him with others?

3-6 MONTH CONT. (page 2)

6. Parents' questions, interests and concerns

   a. Do you have any questions about the baby or about what he is doing that you want to talk about?
   b. Do you have any questions about what he will be doing soon?
   c. Do you have any concerns (or worries or complaints) that you want to talk about?
   d. Are there any interesting things that you have observed (or seen him doing) that you want to talk about?

B. New areas of interest or concern to individual families. Probe as necessary.

1. Increase in baby's demands for attention and the possibility of "spoiling" the baby

2. Increase in the mother's feeling of need to get away

3. Beginning of awareness of strangers

4. Persistent scheduling difficulties (sleeping and feeding)

5. Advantages and disadvantages of having mother return to work

C. Areas of continuing concern

1. Siblings' behavior toward baby

2. Amount of time spent with the baby

3. Mother's fatigue and sense of overextension.

QUESTIONS TO STRUCTURE HOME VISITS

III. 6-9 MONTH PERIOD

A. Standard questions for all parents

1. The baby's growth and development

   a. What new things is he doing? (Continue inquiry to include gross and fine motor development).
   b. Can he get from one place to another?
   c. Can he crawl?
   d. Can he pull himself up?
   e. Can he cruise?

2. The baby's interests

   a. What does he enjoy doing?
   b. What does he enjoy playing with?
   c. What are his favorite toys?
      1. What does he do with them?
      2. Have you seen him try to solve problems different ways?
      3. Does he use the same behaviors in different situations?
   d. Where are his favorite places in the house?
   e. What is his favorite room?
   f. Where does he spend most of his time?
   g. Does he like to go outdoors?
   h. What does he like to do outdoors?

3. The baby's environment

   a. Does he get a chance to move about? to explore?
   b. Does he spend much time in his playpen or crib?
      1. When?
      2. What kinds of things does he do?

4. Safety

   a. Has he ever pulled things down on himself?
   b. How does he get hold of an object if he wants it?
   c. Have you done a safety check of your home this month? (See Mass. Safety Council Checklist)
   d. Have you safety checked his toys lately?
   e. Where do you keep your cleaning products?
   f. Can the area be locked?
   g. Do you have safety devices on your electric outlets?

6-9 MONTH CONT. (page 2)

5. Social Development

Strangers

a. Is he frightened by strangers?
b. Is he frightened by strange situations?
c. How do you know?
d. Has this changed lately?
e. Is it more difficult to leave him than it used to be?
f. Does this bother (worry) you?
g. What do you do about it?

Gaining and maintaining attention

h. Does he ask for help? How? When?
i. How does he get attention?
j. What do you do?
k. How much of your attention does he seem to want?
l. How often does he try to get your attention?
m. How much attention do you think he needs?
n. How much attention do you think he should need?

Ability to play social games

o. Does he enjoy playing games?
p. Do you enjoy playing games with him?
q. What kinds of games do you play with him?
r. Who starts the game?

6. Parents' questions, interests and concerns

a. Do you have any questions you want to talk about?
b. Do you have any concerns (or worries or complaints) that you want to talk about?
c. What about the issue we talked about last time? (Consult record of previous home visit to follow up on issues raised).

B. New areas of interest or concern to individual families. Probe as necessary.

1. Increase in locomobility and its implication for safety and restriction.
2. Increase in stranger anxiety.
3. Increase of fearfulness in unfamiliar places.

6-9 MONTH CONT. (page 3)

C. Areas of continuing concern

1. Amount of time that caretaker must (should) spend with the baby.
2. Amount and kind of interactive play that is appropriate for the baby.
3. Advantages and disadvantages of having mother return to work.

QUESTIONS TO STRUCTURE HOME VISITS

IV. 9-12 MONTH PERIOD

A. Standard questions for all parents

1. The baby's growth and development
   a. What new things is he doing?
   b. How does he get from one place to another?
   c. Can he crawl? stand? cruise? walk?
   d. Can he climb on anything?
   e. What does he like to climb on?
   f. Can he go up the steps? Down?

2. The baby's interests

   a. What does he enjoy doing?
   b. What does he enjoy playing with?
   c. What are his favorite toys? What does he do with them?
   d. Does he like to put things into and out of other things?
   e. Where are his favorite places in the house? Outside?
   f. What is his favorite room?

3. The baby's environment

   a. Does he get a chance to move about? (to explore?)
   b. Does he spend much time in his playpen? His crib?
      1. When? Why do you put him there at that time?
      2. What kinds of things does he do?
   c. Does he play alone much?
      1. Where?
      2. How much?
      3. Who decides when he should play alone?
      4. Do you think he should be spending time alone now? Soon?
      5. What do you do with him when you can't be available to him?

4. Safety

   a. Has he ever pulled things down on himself?
   b. How does he get hold of an object when he wants it?
   c. Have you done a safety check of your home this month?
   e. Where do you keep your cleaning products? Your medicines?
      Is the area locked?
   f. Do you ever carry medicines in your purse? In your car?
      Could he get at them if you were not looking?
   g. How long are the cords on your hot appliances? (e.g. iron; coffee pot) Where are the appliances plugged in?
   h. Do you have safety devices on your electric outlets?
   i. Where do you keep matches? Could he get at them?
   j. What do you use on the table while the baby is eating?
      (plastic? cloth? How easily does it slip or can it be pulled?)

9-12 MONTH CONT. (page 2)

5. Social development

Strangers

a. Is he frightened by strangers?
b. Has this changed lately?
c. Is it more difficult to leave him than it used to be?

Gaining and maintaining attention

d. How does he gain your attention?
e. How do you know when he wants your attention?
f. How much attention do you think he needs?
g. How much should he need?

Expressing anger

h. Does he ever get angry?
i. How do you know if he is angry?
j. What kinds of situations make him angry?

Ability to play social games

k. Does he enjoy playing social games?
l. Do you enjoy playing games with him?
m. What kinds of games do you play?
n. Who starts the games?
o. How do you know he wants to play?

6. Language

a. Does he recognize any word?
b. How can you tell he understands?
c. Does he use any words (sounds) regularly?
d. What new words is he using now?
e. How does he use sounds?
   1. To express his desire for something?
   2. To ask for help?
   3. To express pleasure?
   4. To express anger? frustration?
f. Do you talk to him?
   When? How? How much? Why?

7. Parents' questions, interests and concerns

a. Do you have any questions you want to ask or to talk about?
b. Do you have any concerns (or worries, complaints) that you want to talk about?

9-12 MONTH CONT. (page 3)

B. New areas of interest or concern to individual families. Probe as necessary.

1. Need to set limits on where child can play and explore safely.
2. Increase of separation distress.

C. Areas of continuing concern

1. Increase in amount and sophistication of locomobility.
2. Amount of time that caretaker must (should) spend with the baby.
3. Advantages and disadvantages of having mother return to work.

QUESTIONS TO STRUCTURE HOME VISITS

V. 12-24 MONTH PERIOD

A. Standard questions for all parents

1. The baby's growth and development

a. What new things is he doing?
b. How does he get from one place to another?
c. Does he walk well? Run? Climb? Go upstairs? Down?
d. What does he like to climb on?
e. Does he feed himself? How? What kinds of foods?

2. The baby's interests

a. What does he enjoy doing?
b. What are his favorite playthings? (toys?)
c. What does he do with them?
d. Where are his favorite places in the house? Outside?
e. What is his favorite room?

3. The baby's environment

a. Does he get a chance to move about? (to explore?)
b. Does he spend much time in his playpen? His crib?
c. 1. When? Why do you put him there at that time?
   2. What kinds of things does he do?
d. Does he play alone much?
   1. How much?
   2. Where?
   3. Who decides when he should play alone?
   4. Do you think he should be spending time alone now?
   5. What do you do with him when you can't be available to him?

4. Safety

a. How does he get hold of an object when he wants it?
b. Have you done a safety check of your home this month?
c. Have you safety checked his toys lately?
d. Where do you keep your cleaning products? Your medicines? Is the area locked?
e. Do you ever carry medicines in your purse? In your car? Could he get at them if you were not looking?
f. How long are the cords on your hot appliances? (e.g. iron; coffee pot) Where are the appliances plugged in?

12-24 MONTH PERIOD CONT. (page 2)

g. Do you have safety devices on your electric outlets?
h. Where do you keep matches? Could he get at them?
i. What do you use on the table while the baby is eating? (plastic? cloth? How easily does it slip or can it be pulled?)
j. Where does he play when you're cooking?
k. Have you checked the labels on his pajamas?
l. How securely fastened are the rugs?
m. Does he ever run about in stocking feet on uncarpeted floors?

5. Social Development

a. Is he still frightened by strangers?

Expressing anger and affection

b. Does he ever get angry?
c. How do you know when he is angry?
d. What kinds of situations make him angry?
e. Toward whom is his anger usually directed?
f. Does he show affection?
g. Toward whom?
h. What does he do to show affection?

Ability to play social games

a. Does he enjoy playing games?
b. What kinds of games does he play?
c. Who starts the games?
d. Does he ever begin them himself?
e. How do you know he wants to play?

Gaining and maintaining attention

f. How does he gain your attention?
g. How much of your attention does he seem to want?
h. How often does he try to gain your attention?
i. Are there particular circumstances in which he tries to gain your attention?

Using adults as resources

j. What does he do when he has a problem?
k. How do you know when he wants something?

12-24 MONTH PERIOD CONT. (page 3)

6. Language

a. Does he recognize any words? Which ones?
b. How can you tell he understands?
c. Can he follow a simple direction?
d. Does he use any words (sounds) regularly?
e. What new words is he using now?
f. What do you do when he talks to you?
g. What do you do when you do not understand him?

7. Imitation

a. Does he imitate anything? What? Who?
b. Does he imitate gestures? Which ones?
c. Does he imitate sounds? Actions? Which ones?
d. Does he ever initiate activities which he has imitated before? Has imitation become a game?

8. Autonomy, independence and negativism

a. Is it more difficult to get him to do what you want him to do than it used to be?
b. Does he use the word "no" a lot?
c. Does he ever seem to be trying to annoy you? anyone else? Does this seem to happen at particular times? Under particular circumstances?
d. What do you do when he says "no"? always?
e. Do you ever give in on an issue?
f. Who usually gives in?
g. Does he dawdle?
   1. Does this bother you?
   2. How do you handle it?
h. How do you let him know what you want him to do?
i. Have you had to say "no" yet? How often?
j. What are the things you say "no" to?
k. How do you say "no"?
l. What does he do when you do?
m. If that doesn't work, what do you do?

9. Parents' questions, interests and concerns

a. Do you have any questions that you want to ask or talk about?
b. Do you have any concerns (or worries or complaints) that you want to talk about?

12-24 MONTH PERIOD CONT. (page 4)

B. New areas of interest or concern to individual families. Probe as necessary.

1. Increased ability of the baby to compete with older sibling adds new dimension to disputes between children.
2. Growing ability to control body functions raises issues of bowel and bladder training.
3. Growth of autonomy and increased sense of independence raises new issues of limits and routines.
4. Displays of anger and aggressive behavior increase.
5. Appearance of new and unexplained fears.

C. Areas of continuing concern

1. Need to balance opportunities to explore with safe exploration
2. Need to balance interest in the environment with interest in the mother
3. Advantages and disadvantages of having mother return to work

QUESTIONS AND ISSUES PARENTS HAVE RAISED

The Brookline Early Education Project

1. Why was the program started?
2. What services are available?
3. Why are there three program levels?
4. How are families assigned to a program level?
5. If I think the services available at my level are not appropriate for my family or for me, what can I do about it?
6. Who are the personnel and what are their qualifications?
7. Can I drop-in any time?
8. Will I find other people there like me?
9. What do I do if I need help?
10. What tests and examinations will be done on my child?
11. What records will be kept?
12. Who else has access to them?
13. What happens if you find something wrong with my child?
14. Do you ever communicate with anybody else about my child?

Anger and Aggression

1. My son/daughter gets angry and hits me/sibling, how should I respond?
2. What outlets are there for my two year old's anger?
3. Sometimes my child gets angry and throws food, what can I do about it?
4. Lately my child "fights" me when I dress, feed or otherwise restrain her. Why does this happen? Is this hostility?
5. If my child lies on the floor and screams, how should I respond?
6. My child holds her breath when I don't do what she wants me to do. Is it dangerous? What can I do about it? Is this behavior unusual?
7. Sometimes when children visit my child, she becomes very agressive. She hits and bites the other children. How should I deal with this behavior?

Child Care and Separation

Short term separations

1. Who should care for the baby?
2. Does father's care matter?
3. How do I select a babysitter?
4. Why does my baby cry when someone else holds him or cares for him?
5. Do babies prefer men or women to care for them?
6. Are men or women more frightening to babies?
7. Should strangers care for the baby?
8. How often should the baby be left with a babysitter?
9. How long should the baby be left with a babysitter?

Child Care and Separation

Short term separations cont.

10. Is it better to have one regular babysitter or several different ones?
11. Will my baby prefer his babysitter to me?
12. How do I know what's really going on while I'm gone?
13. If I have a choice, is it better to leave the baby in his own home or in someone elses?

Long term separations

14. Is it all right to leave my baby if I have to go away for several days?
15. How long can I stay away?
16. How do I prepare him for my absence?
17. What behavior should I expect when I get back?

Regular short term separations

18. What are the effects of day care?
19. How do I select a day care program?
20. If I must be gone often, is it better to leave him with relatives?
21. How do I let the sitter know what I want her to do?
22. How do I let the day care center know what I expect?
23. How will I ever know what they expect of my child at the day care center?
24. Is there a good or bad time to start leaving my baby regularly?

Crying

1. What should I do when my baby cries?
2. Should I respond to every cry?
3. How soon should I respond?
4. What if I let him cry a little?
5. At what age does a baby understand that his cries will cause a parental response?
6. Can you "spoil" a young baby?
7. Is it harmful for a baby to cry? For a long time?
8. Why does my baby cry?
9. Is it good for a baby to cry once in awhile?
10. My baby whines a lot and it bothers me. How should I handle it?
11. He never cries with his father, only me. Why?
12. My husband (or parents or parents-in-law) will never let him cry but I do. Does it matter if we do things differently?

Feeding and Nutrition

1. What are the relative advantages of breast feeding and bottle feeding for baby? For mother?
2. Should breast fed babies receive bottle supplements? How often?
3. How do you know the baby is getting enough to eat?
4. My baby likes to go to sleep with a bottle. Should I let him?
5. What is bottle mouth?
6. Which is better, demand or scheduled feeding?
7. Who establishes feeding schedules?
8. Can you modify a baby's feeding schedule? How?
9. When should he be weaned?
10. Should he be weaned to a bottle or a cup?
11. How do I wean him?
12. Which are better, home-made or prepared baby foods?
13. What's wrong with prepared baby foods?
14. When should I start my baby on solids? Which ones?
15. Are there any foods to be careful of?
16. Can my baby taste the difference in foods?
17. How can I be sure he's getting a balanced diet?
18. When can he start feeding himself?
19. How do I encourage him to feed himself?
20. He used to be such a good eater but now he's just not interested. Why? What shall I do?
21. Should I make him finish his meat?
22. Should I regulate the amount of sweets he eats? How?
23. Should I give him food as a reward for good behavior?
24. Should I punish him by withholding a treat he likes?
25. Should he have snacks? How many? When?
26. What are some good snacks for children?

Group Experience

1. When will he be ready for playgroup or preschool?
2. How do I know when he is ready?
3. What kinds of group experiences are available?
4. How do I judge which is best for him?
5. How do I know what is expected of me and my child?
6. How do I let the others know what I expect?

Health and Related Issues

1. How often should I consult my pediatrician?
2. When should my child start to have his teeth brushed?
3. When can he brush his teeth by himself?
4. When should I take him to the dentist?

Independence, Atuonomy and Negativism

1. All of a sudden my baby wants to do things by himself. Why?
2. Why does he say "no" so often?
3. I used to be able to take him everywhere, now he's impossible! Why?
4. Why does he suddenly want to do all the things he's not supposed to do?
5. It almost seems as if he's testing me. Could this be true?
6. What shall I do when he refuses to do what I ask him to?
7. What shall I do when he purposely does what he knows he should not?

Language

1. Why is it important that I talk to my child?
2. Does he know I'm talking to him?
3. When will he understand what I say?
4. When should he learn a second language?
5. If I am bilingual which language should I use with my child?
6. If my child speaks only Spanish at home, how will he do in school? How will he learn English?
7. How can I perserve my mother tongue if he hears only English at school?
8. What kinds of language experiences are necessary for my child?
9. When should I start to read stories to him?
10. How should I talk with my child?
11. Is it important that I
    label objects?
    expand his utterances?
    interpret his utterances?
    answer his questions?

Mother's Well-being

1. Why am I tired all the time? How can this be helped?
2. Why am I so moody? How can this be helped?
3. Is it natural for me to want to get away from my baby?
4. Sometimes I don't even like him? Is there something wrong with me?
5. How can I get sometime to myself?
6. It frightens me to have so much responsibility. Do other parents feel this way?
7. Sometimes my husband seems jealous of the baby. Is this natural?

Pacifiers

1. Why does my baby want (need) a pacifier?
2. Should my baby use a pacifier?
3. How much should he use one?
4. When should he be able to give it up?

Parental Concerns

1. Why am I sometimes scared (anxious or angry) about the baby?
2. What will the delivery be like?
3. Will I really be able to take care of my baby?
4. Does it matter what kind of medication I have at the delivery?
5. Who can I talk about this with? When should I talk about it?
6. Will the hospital tell me if the baby is not all right?
7. When will I know that it's time to go to the hospital?
8. Will it hurt?
9. Should my husband be there when I deliver?
10. What about rooming-in? Are there advantages for my baby?

Protection Against Weather and Other Natural Forces

1. How do you dress a baby during very hot weather?
2. How do you dress a baby during very cold weather?
3. Are there special safety measures necessary for hot or cold weather? What are they?
4. Should I use suntan or wind lotions on my baby's skin?
5. Should I let my baby nap outside?
6. How important is it that he play outside?

Restriction and Restriction Devices

1. When should I use a playpen?
2. What's wrong with using a playpen?
3. How much is too much of a playpen?
4. What about a harness?
5. Are car seats necessary?
6. My child hates to use a car seat. What should I do?
7. What kind should I get?
8. Now that he is walking, how should I protect my fragile things from my baby?
9. How should I protect my baby from dangerous things?

Safety

1. What steps should I take to safety proof my home?
2. What are the most frequent accidents that children have?
3. When will I be able to trust my baby to stay away from things that might hurt him?
4. What house plants are dangerous?
5. What outdoor plants are dangerous?
6. What are some safe outdoor play experiences my child will enjoy?
7. Are mosquito bites dangerous? What about bees? Spiders? Others?

Setting Limits

1. When will I have to start setting limits for my child?
2. I don't want to be mean. Why do I have to set limits for him when he is so little?
3. How do I know he understands the limits I set?
4. Should I give him a reason for the limits I set?
5. How should I enforce the limits I set?
6. What should I do if he doesn't do what I expect him to do?
7. Are there times when it's all right for rules to be broken?

Sex Role Identification and Expectations

1. When will my child know he's a boy (girl)?
2. Should my girl play with "boys' toys?" Why?
3. Should my boy play with "girls' toys?" Why?
4. My little boy likes to wear nail polish. Is this unusual? Should I let him?
5. My little girl likes to play such rough games. You'd think she was a boy. Should I discourage this?
6. My little boy likes to wear his big sister's clothes. Should I let him?
7. How does a child learn that he is a boy or she is a girl?
8. How and when will my child know the difference between men and women?

Siblings

1. How should I prepare my older child for the baby's arrival?
2. When should I start to prepare him?
3. How will my older child feel about the baby?
4. How will I know whether or not he is troubled?
5. Who needs my attention most; my older child or my baby?
6. What are some ways to help my older child understand we still love him?
7. Should we let our older child help care for the baby?
8. Why does my older child have so many accidents when he's near the baby?

Sleeping

1. How much sleep does a baby (child) need?
2. When will he sleep through the night?
3. Can I help him establish or modify a sleep pattern?
4. Does a baby know the difference between night and day? How?
5. Should bed time rituals be encouraged?
6. Should I put my baby to bed with a bottle?
7. Why has he suddenly started to wake up at night when he used to sleep right through?
8. How many naps does he need? When?
9. Can a baby sleep too much?

Social Development

With adults

1. When will he recognize me?
2. Why is he suddenly afraid of some people he has seen often?
3. Why do new faces frighten him?
4. How aware is he of my moods and feelings?
5. Should I try to conceal my moods and feelings?
6. Does it hurt a baby if he hears us arguing?

With others

7. When will he want to play with other children?
8. When he is with other children he doesn't want to play with them. Why?
9. When other children come to play at our house he is just impossible! Why?

Stimulation

1. Why does my new baby need things to look at?
2. What playthings are appropriate now?
3. Why does my baby need objects to play with?
4. How do I know when a toy is appropriate?
5. What kinds of stimulation are important?

Toilet Training

1. Which comes first, bowel or bladder control?
2. When should I start?
3. How do I know my baby is ready?
4. How do I do it?
5. My child is so active. Will he be harder to train?
6. Can I train my baby around my work schedule?
7. What about the notion of training in 24 hours?
8. What if I make a mistake?
9. Should I reward my baby when he "performs?"

Traveling With the Baby

1. What should I know about traveling with my baby?
2. Is a baby easier to travel with at some ages than others?
3. What should I take with me when I travel with my baby?

Section: 7

POTENTIAL GOALS FOR FAMILIES

The following categories have been developed to classify the goals of the BEEP education staff in their work with families:

1. Access to information and resources
2. Issues specifically related to the parenting style of the family
3. Management issues
4. Issues specifically related to the parenting style of the family
5. Issues related to the mother's well-being
6. Intrafamily needs
7. Special needs
8. Other

Each family is reassessed by the teacher who serves it and by the members of the education team approximately every three months. At this time, areas that will be stressed during the coming three month period are articulated. Areas of emphasis during the previous three month period are evaluated.

In evaluating and recording each home visit, the teacher/home visitor rates the visit on each category, using a scale of 1 to 5. The rating scale is as follows:

1= No emphasis
2= Little emphasis
3= Some emphasis
4= Much emphasis
5= Exclusive emphasis

The following are suggested as goals which might fall within each category:

A. Access to information and resources
   1. To help or encourage the mother visit the BEEP Center by
      a. providing transportation
      b. arranging to be present when she arrives
      c. calling to invite or to remind
   2. To provide appropriate suggestions for language games relevant to the child's level of development
   3. To support the mother in her interest in initiating a group meeting on a relevant topic or in attending a meeting
   4. To encourage the mother to call her teacher/home visitor when she needs help or reassurance
   5. To suggest reading materials on the topic of concern to the mother (specify topic and materials)

B. Issues specifically related to the child's development

1. To discuss with the mother the child's receptive language ability
2. To help the mother understand why her child is engaging in specific behaviors (specify age of child and behaviors in question)
3. To discuss the many forms of negativism
4. To help the mother understand that children behave differently at different stages of development (place baby's specific behavior and his stage of development into this context)
5. To discuss reasons for stranger anxiety

C. Management issues

1. To suggest ways in which dinner hour can be made more enjoyable for all
2. To model alternative ways of handling disputes between siblings
3. To model techniques for changing the child's locus of activity with a minimum of friction
4. To provide specific suggestions on planning and executing the family's anticipated trip on the airplane
5. To help mother anticipate and prevent frustrating situations that lead to conflict between her and the baby

D. Issues related to the parenting style of the family

1. To support the mother in her role of primary caretaker by
   a. Offering positive reinforcement for the things she is doing
   b. Pointing out her strengths as a mother
   c. Encouraging her in the decisions she has made
2. To encourage mother to respond appropriately and promptly to the baby's signals
3. To make mother aware of particular aspects of her parenting style (specify the aspect to be addressed)
4. To help mother anticipate future consequences of her present actions (Specify mother's actions, child's actions and anticipated consequences. For example, a mother allowing her baby to go to sleep with a bottle in his mouth may anticipate the baby's developing "bottle mouth").
5. To help mother develop alternative styles for dealing with a child behavior (Specify the child behavior and alternative strategies to be proposed).

E. Issues related to the mother's well-being

1. To allow mother to articulate her ambivalence about being a full time housewife and mother
2. To reassure mother that all parents feel anger at their children
3. To allow mother to express her loneliness
4. To present opportunities for establishing a sense of community with other BEEP parents
5. To encourage mother to identify and plan for periods of time to devote to her own interests

F. Intrafamily needs

1. To help mother develop strategies for dealing with older siblings' behavior (specify child behavior and strategies to be attempted)
2. To provide family with information about possible preschool placements for older child
3. To help mother articulate ways in which she can make known her concerns to the school in which her other children are having difficulties
4. To help mother determine criteria for selecting a nursery school for her older child
5. To help mother procure housekeeping help

G. Special needs

1. To contact the Brookline Mental Health Clinic to ascertain services available for the family
2. To contact the Welfare Department about services necessary for this family
3. To procure an evaluation of the older sibling's language disability
4. To arrange to have family meet with the BEEP social worker
5. To have BEEP social worker speak with representatives of other agencies serving the family in order to articulate a single program

H. Other

All goals that do not fall within the above categories are to to recorded here.

Section: 8

TEACHER EVALUATION INTERVIEW

Planning and Conducting Home Visits

1. Do you always write a plan for home visits with this family?
2. What information do you use as a basis for your plan?
3. Do you ever use your plan in its entirety? When?
4. Do you ever deviate from your plan? Please tell what last caused you to change your plan.
5. Do you find that other things go on in your visit that are not part of the plan? Can you give an example?
6. Do you ever feel that there are things you want to cover in a visit that you cannot? Why can't you cover them?
7. Do you think your records reflect what really happens under ordinary circumstances? Under extraordinary circumstances?
8. Do you ever forego the entire plan? When? Can you give an example of such a home visit?
9. Do any of these parents have their own agenda?
10. Do you think their agenda is compatible with/in opposition to/ irrelevant to BEEP's?
11. How long do your visits last? Do they vary? Why?

Teacher Style

1. What teaching methods do you use?
   a. Present information by statement.
   b. Ask questions.
   c. Model interaction techniques or appropriate adult behavior.
   d. Expand parent's statement.
   e. Talk to baby with message intended for mother.
   f. Address sibling with a message intended for mother.
   g. Watch.

2. What methods do you use with this family? Can you give some examples?

3. Do you think your methods are effective? How do you judge?

4. What do you see as your purpose in working with families? With this family?

5. Is there any area of teaching competence with which you feel you need help?

6. Do you know where to go for help?

Teacher-Family Match

1. Do you do most of your teaching with mother(s), father(s), or both?

2. Do you think you act the same with most mothers? fathers? both?

3. Do you think you are more effective with some families? Can you characterize these families? Why do you feel you are more effective with them?

4. Do you feel you are less effective with some families? Can you characterize these families? Why do you feel you are less effective with them?

5. How does the mother's personality influence what you do?

6. Do you think teachers and mother should match

   a) age
   b) racially
   c) economically
   d) educationally
   e) experientially

7. Do your families ever call you at home? In what situations?

8. How often do you (or your children) see your families outside of the BEEP contact? Do you think this makes a difference in the BEEP relationship?

9. Do you ever feel uncomfortable on a visit? Why?

10. Do you ever feel you're not needed? When? What do you do?

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(Infant-Toddler Phase)

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Section: 10

FORMS FOR RECORDING INFORMATION

This packet contains the following forms:

Item One	Family Folder Information Sheet
Item Two	Evaluation Case Review
Item Three	Home Visit Form
Item Four	Additional Family Contact
Item Five	Child Care Observation Form
Item Six	Group Meeting

R 1

Item 1

C. Wohlleb
9/16/75

Brookline Early Education Project

Family Folder Information Sheet

Child _____ Phone _____

Level _____ Address _____

D. O. B. _____ _____

Teacher		From	To
1.			
2.			
3.			
4.			

Mother's Name _____

Father's Name _____

Siblings (name & dates of birth) _____

_____

_____

Notes (information helpful for all education staff -- such as "Mother works 9 - 3, call after 3", or "Grandmother is primary caretaker". Initial and date your note).

	Staff	Date

MJY 8/75

Item 2

BROOKLINE EARLY EDUCATION PROJECT

Evaluation Case Review

Date _____

Baby's Name _____

Baby's Age _____ Baby's Pgm. Level _____

Teacher _____

T. Leader or Supervisor _____

EVALUATION OF PROGRESS TO DATE

Please consult goals of previous 3 month period and comment upon progress made to date.

Impressions of Strengths of Child or Family

GOALS FOR NEXT 3 MONTH PERIOD

Please check area in which BEEP may best be expected to benefit this family. Specify goals within each area.

☐ Access to Information and Resources

Evaluation

☐ Issues Specifically Related to Child's Development

Evaluation

☐ Management Issues

Evaluation

☐ Issues Specifically Related to Parenting Style

Evaluation

☐ Issues Related to Mother's Emotional Wellbeing

Evaluation

☐ Intrafamily Evaluation Needs

Evaluation

☐ Special Need Situations - social service, housing, medical aid, school placement etc. (Please specify BEEP personnel and/or extra services involved.

Evaluation

☐ Other

Evaluation

SUMMARY

Evaluation of Teacher-Family Match

Item 3

G. Wolfson
9/22/75

Brookline Early Education Project

Home Visit Form

Child _____ _____ H.V. # _____

Date _____ Scheduled _____on time

Child's Age _____ _____early

Teacher _____ _____late

Time Spent: planning _____ If H.V. early or late, why?

at H.V. _____

evaluating _____

Issues To Be Addressed	Parents Response To Issues Raised
Goals (or approach) For This H.V.	Evaluation of Progress Towards Goals
Materials Brought Context of H.V. Setting _____ Atmosphere _____	Response of Child and/or Parent to Materials People Present _____

G. Wolfson
9/22/75

State Theme

Observation of Child

Description of Home Visit

Parent Comments and/or Comments

Plan for Next Home Visit

A. Tuzman
10/29/75

Item 4
Brookline Early Education Project

Additional Family Contact

Name: Date:

Staff Member(s) Involved:

Approx. Length of Contact:

Background Information: (Information necessary to understand reason for this contact, how contact came about, including who initiated contact, scheduled or spontaneous).

Focus of Contact: (Outline major purpose or purposes, including which family member is focus of contact).

Goals for this Contact:

Comments/Impressions: (Follow-up, if necessary):

BROOKLINE EARLY EDUCATION PROJECT

Child Care Observation Form

Child _____ Age _____ Date _____ Time _____ Teacher _____

Mother present ___ yes ___ no ___ part of time; # adults present ___ # children present _____

General noise and activity level in room: ___ quiet ___ moderate ___ very active and noisy

---

Code activities: double-check ( ) activity in which child spent the most time. Check (·) other activities. For attention, play, and problem-solving, write activity (number) which serves as an example of child's noted style or behavior. If style or behavior was generally characteristic of child in all activities, simply check categories. If not relevant, leave blank.

Activities

1. ___ small manipulative
2. ___ books
3. ___ drawing
4. ___ blocks
5. ___ playdough
6. ___ water
7. ___ eating
8. ___ cars and trucks
9. ___ fantasy play (alone)
10. ___ music
11. ___ dress up corner
12. ___ house corner
13. ___ boat
14. ___ walker
15. ___ slide
16. ___ sand
17. ___ outdoor play
18. ___ sleeping

Attention

___ deeply absorbed in activity or materials
___ easily distracted
___ able to play without support or encouragement
___ easily frustrated or annoyed
___ able to resist distraction
___ able to seek help when needed
___ touches on many activities, explores

Play

___ solitary play
___ parallel play
___ observes rather than participates
___ interactive (adult-initiated)
___ interactive (child-initiated)
___ interactive (peer-initiated)
___ non-task behavior

Problem-Solving Strategies

___ repeated an action or solution again and again
___ requested help
___ became angry or visibly frustrated
___ cried
___ tried a different material
___ tried a different way of doing it
___ withdrew or gave up
___ requested unnecessary help
___ other _____

Item 5

Expressive language: as in activity section, check the form(s) of language used by the child. For purpose and to whom, write form (number) which corresponds.

Form	Purpose	To (or with) whom
1. ___ coos, gurgles	___ to express pleasure, affection	___ parent
2. ___ cries, screams	___ to make known his wants	___ other adults
3. ___ jabbers	___ to ask questions or seek info	___ other children
4. ___ single words	___ to express anger	___ self (egocentric language)
5. ___ two words	___ to express fears	
6. ___ sentences (3 or more words)	___ to comment on what he saw or did	
	___ to guide actions	
7. ___ other _____	___ in fantasy play	
_____	___ other _____	
	_____	

Receptive language: check categories of language which child understood. Also check the appropriate purpose (reason someone spoke to child).

Understood	Purpose
___ single words (labels)	___ enrich, extend activity
___ simple directions (sit down, get your coat)	___ redirect activity
	___ inhibit activity
___ complicated directions (put the block in the cup; bring me the ball and the car)	___ initiate activity
	___ soothe, reassure
	___ converse
___ other _____	___ other _____
_____	_____

Management Issues of Relevance to Child Care Staff

Instructions from Parent re:

food:

toileting:

other:

Child's initial response to separation:

___ seemed to want to be left alone (resisted staff attempts to soothe)
___ was soothed by holding, carrying, rocking
___ became involved in activity or materials with staff support
___ initiated his own involvement in activity, materials
___ was quiet, subdued; observed for a while before ready to get involved.

SOCIAL INTERACTIONS:

parent	other adults	other children	siblings	
				seek support or reassurance
				seek direction or information
				seek or express affection
				express anger
				resist separation
				greet positively
				greet negatively
				resist directions
				rebel physically (tantrum)
				assert himself (influence or control actions of others)
				express unwillingness to engage in play
				interrupt activity of others
				argue, discuss
				engage in interactive play
				defend rights

Mode of Activity (check all those applicable)

___ enthusiastic	___ withdrawn	___ happy	___ confused
___ shy	___ resourceful	___ bossy	___ annoying
___ tense	___ disruptive	___ quiet	___ independent
___ friendly	___ placid	___ hostile	___ pleasant
___ irritable	___ disinterested	___ fussy	___ easily satisfied
___ talkative	___ easy to care for	___ difficult to satiate	___ apathetic
___ fearful	___ distractible	___ intense	___ curious
___ destructive	___ defiant	___ noisy	___ difficult to care for

COMMENTS: Please elaborate on the back any category above if you feel it presents a more meaningful profile of the child as you saw him today.